



Coaching History Playbook

Third Edition 2005

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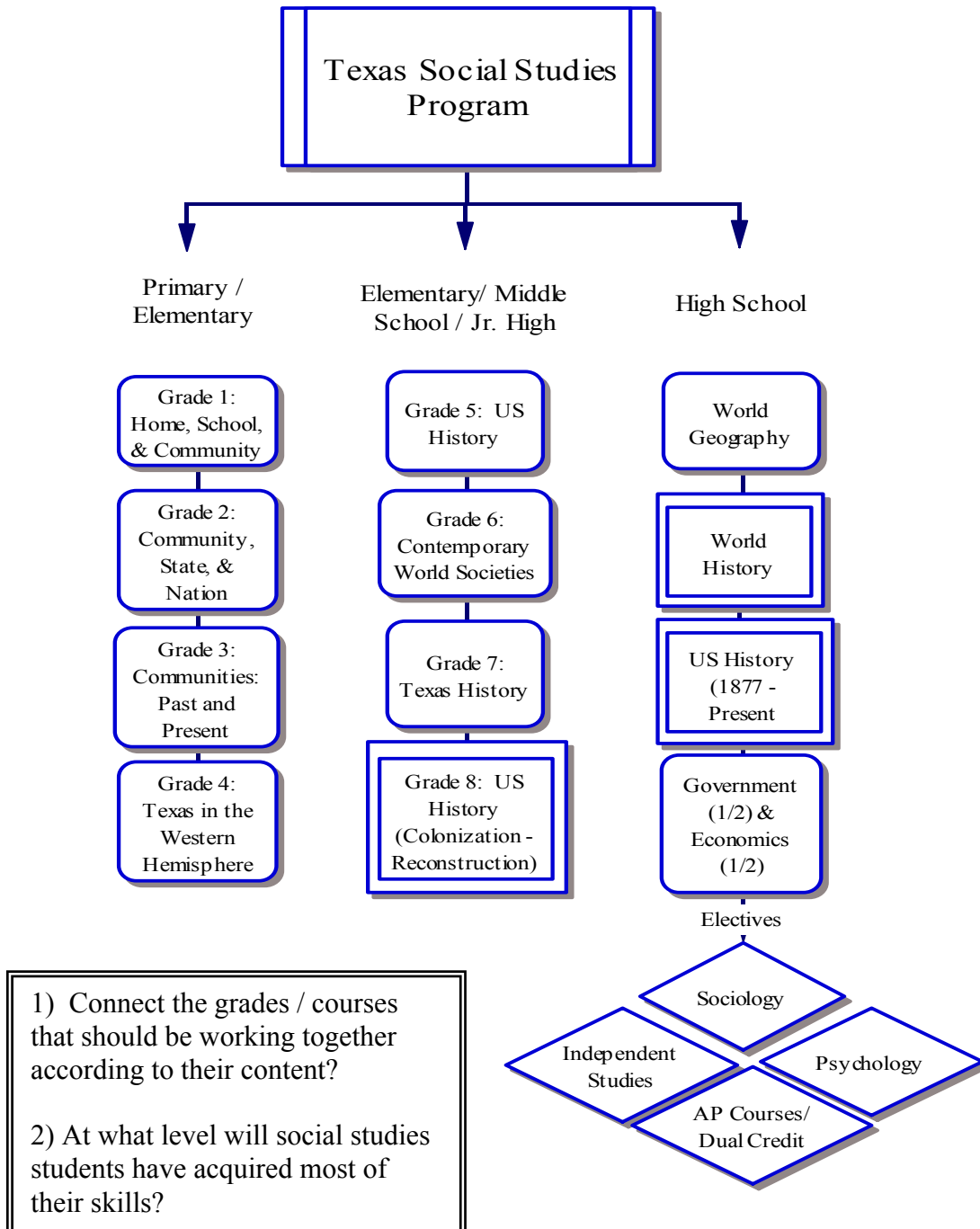
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Section I: Feeder Programs

Vertical Alignment

Drill 1: The All-Texas Program



Drill 2: Who's doing what?

Coaching is a team effort! You need to be familiar not only with what you are responsible for but also what assignments have been given to others on the coaching staff. Fill the in blanks of the people you need to be working with the most to ensure the social studies program can and is communicating with each other. (If you teach more than on class, select just one to go in the “YOU” blank.)

_____ (Two levels below you)
name subject

_____ (One level below you)
name subject

YOU	Subject
-----	---------

(One above you) _____
name subject

(Two above you) _____
name subject

When can I find time to contact them?

What information do I need from them to help me create lesson plans that build through the grade levels?

What information can I give them to help them understand what I am doing in my classroom?

Drill 3: What's going on down there?

Pull out the Social Studies TEKS. Fill in the table below to identify the common concepts/ content/ themes that you will also cover in your class.

Example:

Your Subject: Amer. History	One Below: Texas History.	Two Below: Contemporary World Societies
Civil War: Individuals and events	Civil War: Causes	(Concept of Civil War) Countries that have had a Civil War
Factors that led to Industrialization	Texas is interdependent on the world market	Factors of Production
Development of arts & cultural activities that reflect the times.	Identify Spanish cultural heritage	Explain the relationship between art and society

Your Subject

One Below

Two Below

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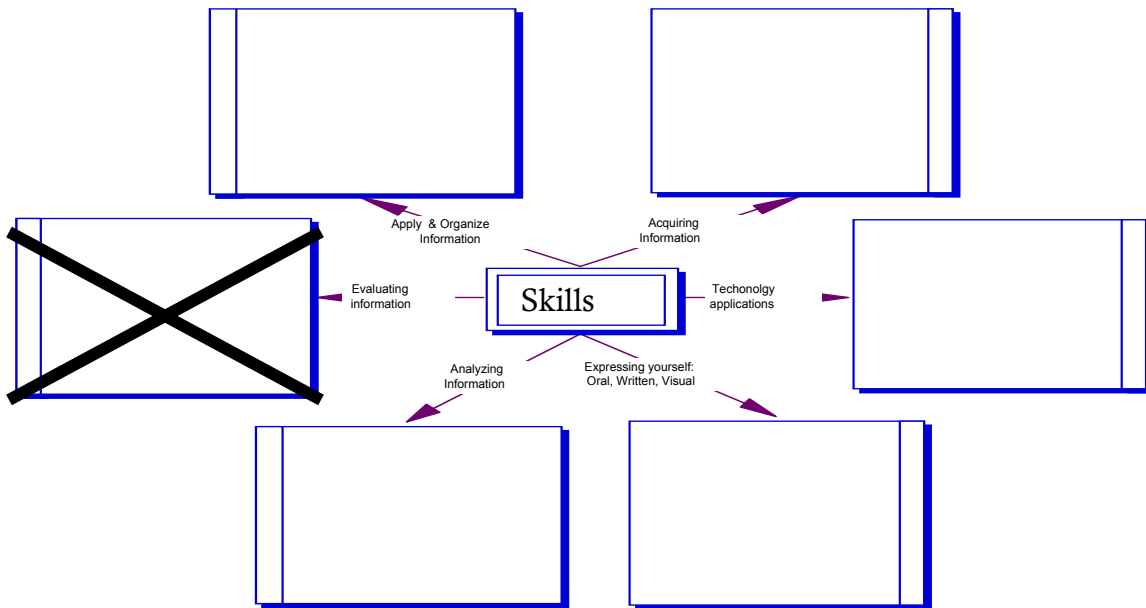
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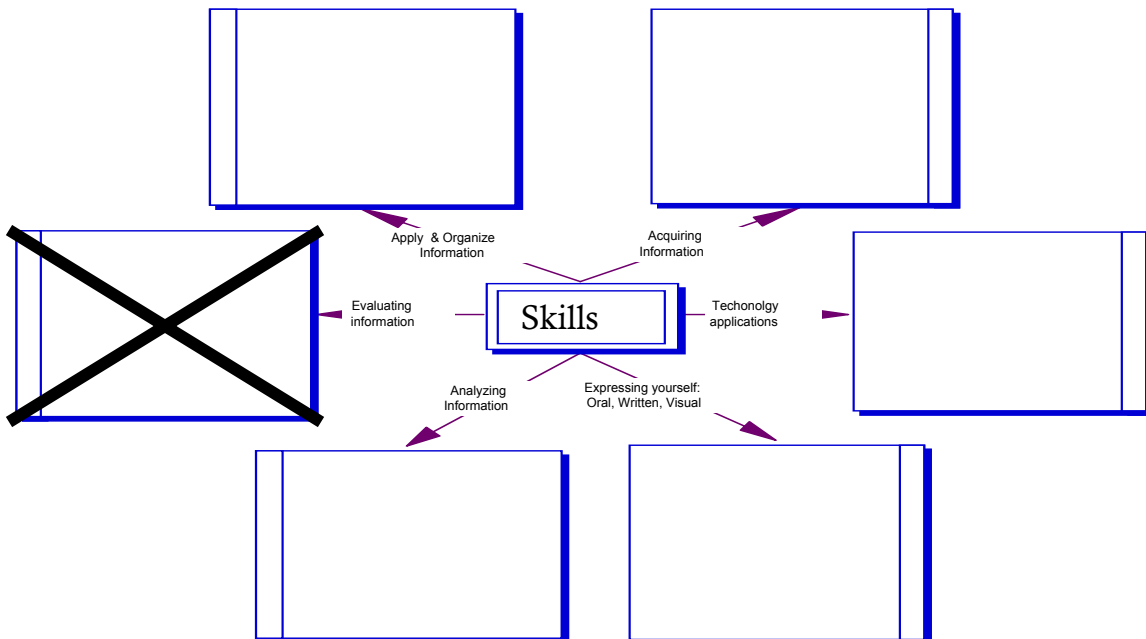
Drill 4: Making Progress in Skills

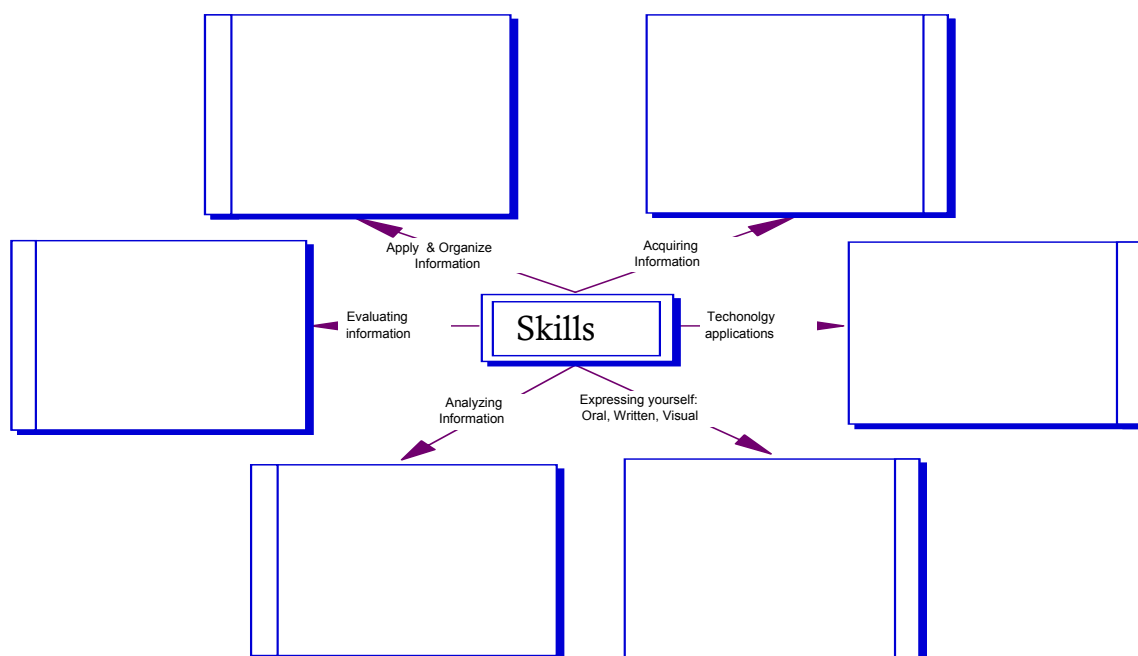
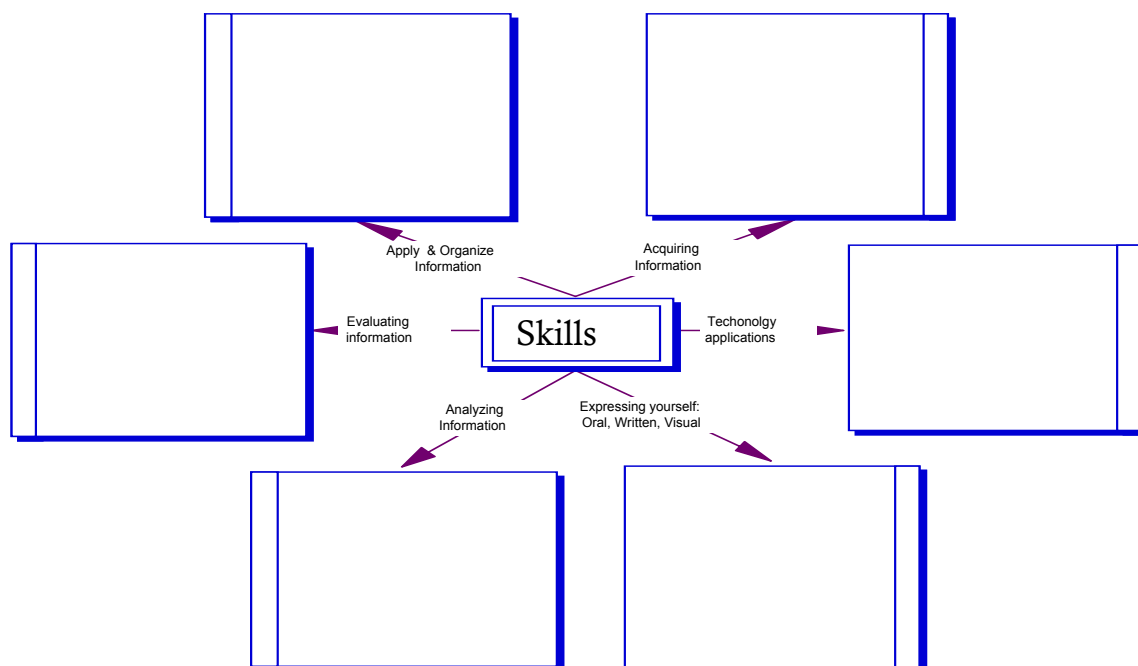
What skills should the students possess as they advance from the various grade clusters. Use the TEKS and/or Chartitas to create a list of skills, but do not be confined to the TEKS.

Pre-K – Grade 2:



Grade 3 -5:



Grade 6-8:**Grades 9-12:**

Section II: Scouting Report

Data Driven Analysis

Drill 1: Program Information (TAKS Objectives and Blueprints)

- **Objective 1:** The student will demonstrate an understanding of issues and events in U.S. History.
- **Objective 2:** The student will demonstrate an understanding of geographic influences on historical issues and events.
- **Objective 3:** The student will demonstrate an understanding of economic and social influences on historical issues and events.
- **Objective 4:** The student will demonstrate an understanding of political influences on historical issues and events.
- **Objective 5:** The student will use critical-thinking skills to analyze social studies information.

The following information will be combined from the TAKS Informational Booklets and the TAKS Blueprints.

TAKS Assessment in Social Studies (Grade 8,10, 11 Exit) Student Expectation (SE) per TAKS Objective						
TAKS Objective	Gr. 8 TAKS SE	Gr. 8 TAKS Items per Obj.	Gr. 10 TAKS SE	Gr. 10 TAKS Items per Obj.	Gr. 11 TAKS SE	Gr. 11 TAKS Items per Obj.
1	24	13	4*	7	17	13
2	6	6	6	12	9	9
3	14	9	3	7	17	13
4	16	12	8*	12	13	9
5	5	8	7	12	7	11
	65	48 Questions	28	50 Questions	63*	55 Questions
			* Gr. 8 SE		* 16 Gr. 8, WG, & WH SE.s	

Based on the above table, what do you see that changes your perspective on how you have been teaching Social Studies in Texas?

Drill 2: Our Scouting Report: Gathering our information.

Grade 8 TAKS SS Objective	State (2003-05)			Your School/ District (2003)	Your School/ District (2004)	Your School/ District (2004)
	'03	'04	'05			
1. Historical Influences	63	65	68			
2. Geographic Influences	68	71	69			
3. Social & Econ. Influences	69	76	71			
4. Political Influences	63	67	67			
5. Critical Thinking Skills	71	74	75			
Panel Rec. Score	77	81	85			

Grade 10 TAKS SS Objective	State (2003-05)			Your School/ District (2003)	Your School/ District (2004)	Your School/ District (2005)
	'03	'04	'05			
1. Historical Influences	60	65	66			
2. Geographic Influences	73	78	79			
3. Social & Econ. Influences	74	79	78			
4. Political Influences	60	67	68			
5. Critical Thinking Skills	73	76	80			
Panel Rec. Score	71	80	84			

Grade 11 (Exit Level) TAKS SS Objective	State (2003-05)			Your School/ District (2003)	Your School/ District (2004)	Your School/ District (2005)
	'03	'04	'05			
1. Historical Influences	57	63	69			
2. Geographic Influences	66	75	78			
3. Social & Econ. Influences	66	75	75			
4. Political influences	65	76	75			
5. Critical Thinking Skills	71	82	82			
Score	78	91	91			

Drill 2: Reading the Report

Answer the following questions based on the test score (pick the test most closely connected to your teaching assignment).

- 1) Rank the objectives from highest to lowest:

- 2) How did your school compare to the state scores?

- 3) What trends do you see from looking at the different grade levels three scores for a given year? (Program Question)

- 4) If _____ were the lowest of your scores, what changes would you make to your teaching Strategies, Curriculum, and Scope and Sequence?

- 6) How do your “Commended Performance” scores for your students relate to the number of “A” given in your class?



Equipment Check! Who keeps this data so that you can have access to it in the years to come? Does your department set aside time to evaluate the data from the test?

Drill 3: Slow motion on the game film! Item Analysis

This is an example of how you can organize test data (TAKS or Benchmark) into a format that forces you as the teacher to closely evaluate the information, reach an understanding as to the students' performance, and plan to overcome the issue in the future.

TAKS Objective	Test Item Number	Student Expectation Number	% of Student Choosing Each Answer				Error Analysis				Instructional Intervention Plan
			A/F	B/G	C/H	D/J	Content	Context	Complexity	Crossover	
3**	Gr 8/'03 #29	8.15A	13	45*	29	13		√			Vocabulary Building
5**	Gr 8/'03 #21	8.30B	10	61*	12	17			√		Variety of Assessment forms

** These test items are located on the following page.

Content Error = "I didn't teach that."

Context Error = "I didn't think they would test it that way."

Complexity Error = "I taught it at a different level than it was tested."

Crossover Error = "I taught it the way it was tested, but the students had a different reason for missing it."

- ☐ < 20% of the student selected the wrong answer (Misconception - not guessing)
- ☐ > 75% Instructional Problem
- ☐ Equal Percent selected 2-3 different answers (Students probably guessing)
- ☐ No Clear Pattern of Error

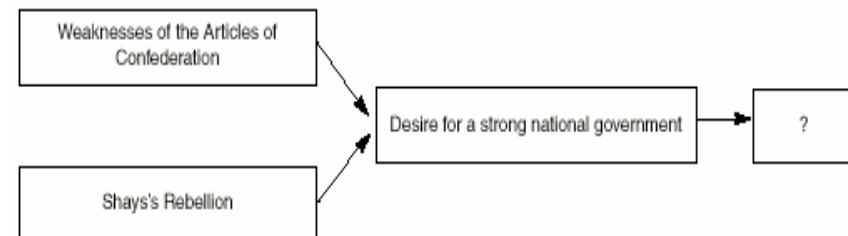
Use the cartoon and your knowledge of social studies to answer the following question.



29 This cartoon represents the point of view of which reform movement?

- A Child labor
- B Temperance
- C Abolition
- D Women's rights

Use the diagram and your knowledge of social studies to answer the following question.



21 Which of these would complete the diagram?

- A Alien and Sedition Acts
- B U.S. Constitution
- C Magna Carta
- D Declaration of Independence

Drill 4: How did I coach these skills?***Chose the Student Expectations for one Objective:***

1. What prior content knowledge appears to be missing and must be taught before instruction?

2. What SE are not mastered by most students and must be taught explicitly?

3. What SE's must be reviewed and maintained?

4. What SE's were masteredd by most students? What must the teacher do for students not meeting the expected level of mastery for these SE's?

5. How can we address the needs of the student who fail to master most SE's?

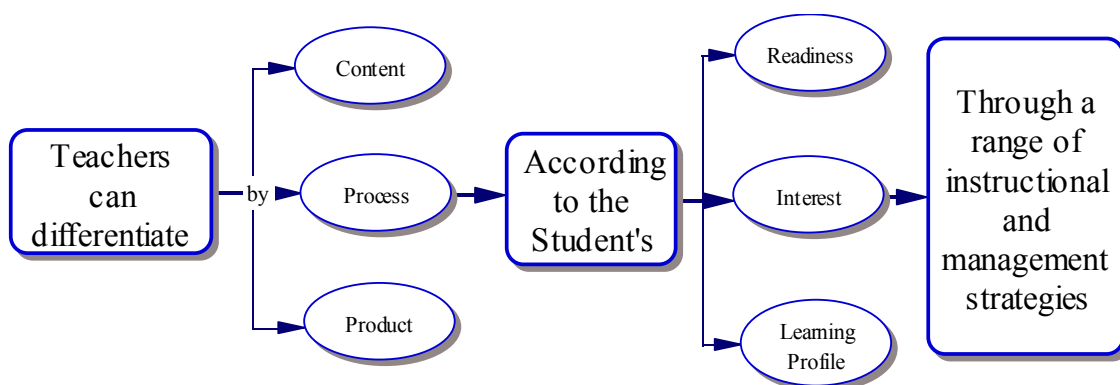
Section III: The Players

Differentiation, Multicultural Issues, and Multiple Intelligences

Every coach knows that each player is unique in their own way and has different levels of abilities before you even begin their training. Coaches must quickly learn which players already know the material/skill, who will need extra work, and who has interest that this skill will not apply.

Differentiation:

That which recognizes a common body of knowledge and skills for students to master (equity) but takes varying routes for each student to gain mastery of the intended curriculum in an optimal manner.

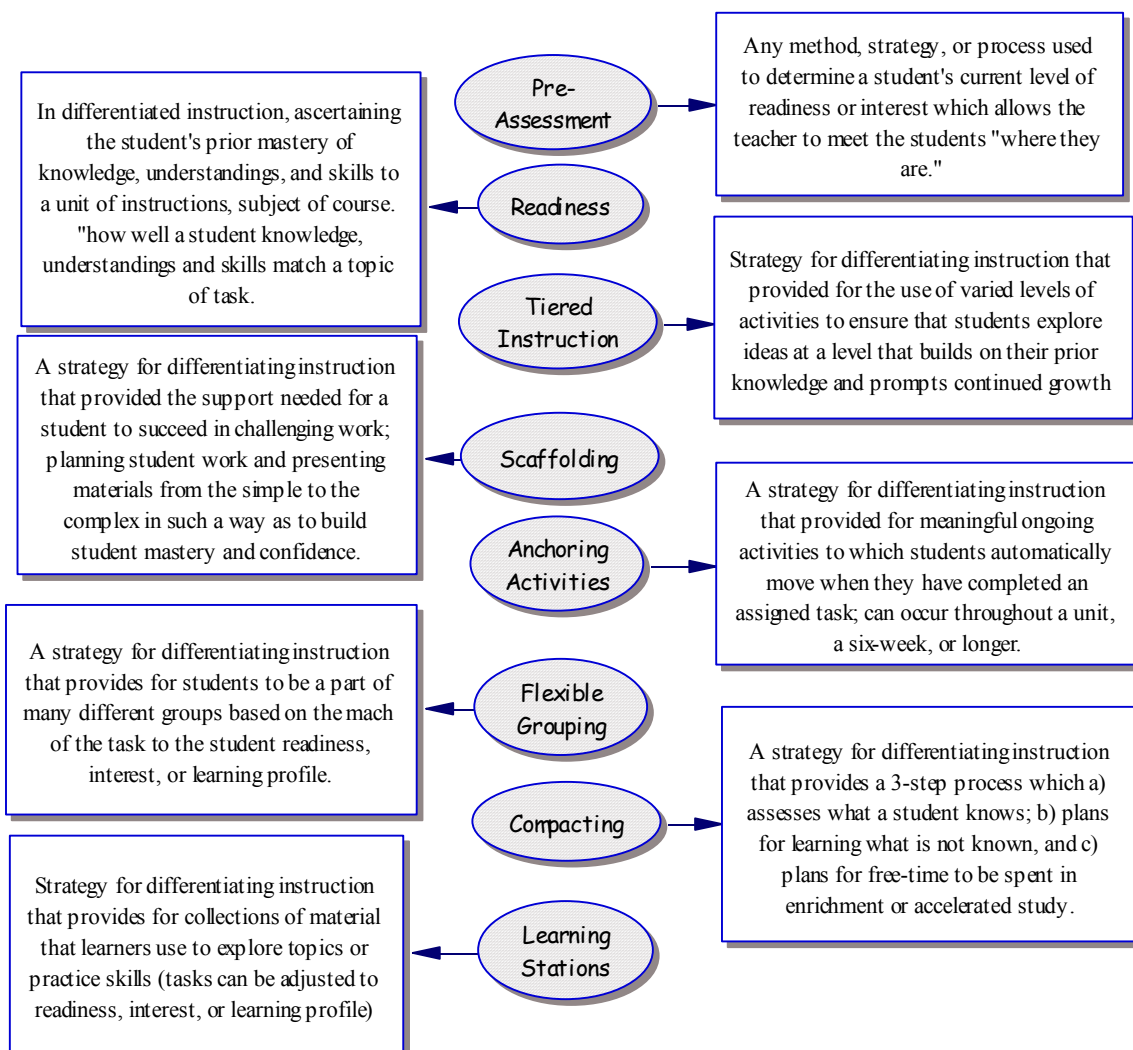


Drill 1: Who should practice what drills?

Pick any TEKS from the history strand or topic you currently cover. Consider how this material could be “tiered” according to the content, instructional, product.

	Option 1	Option 2	Option 3
Content			
Process			
Product			

Key Concepts to Teaching with Differentiation.



Drill 2: New Drills for Different Types of Students

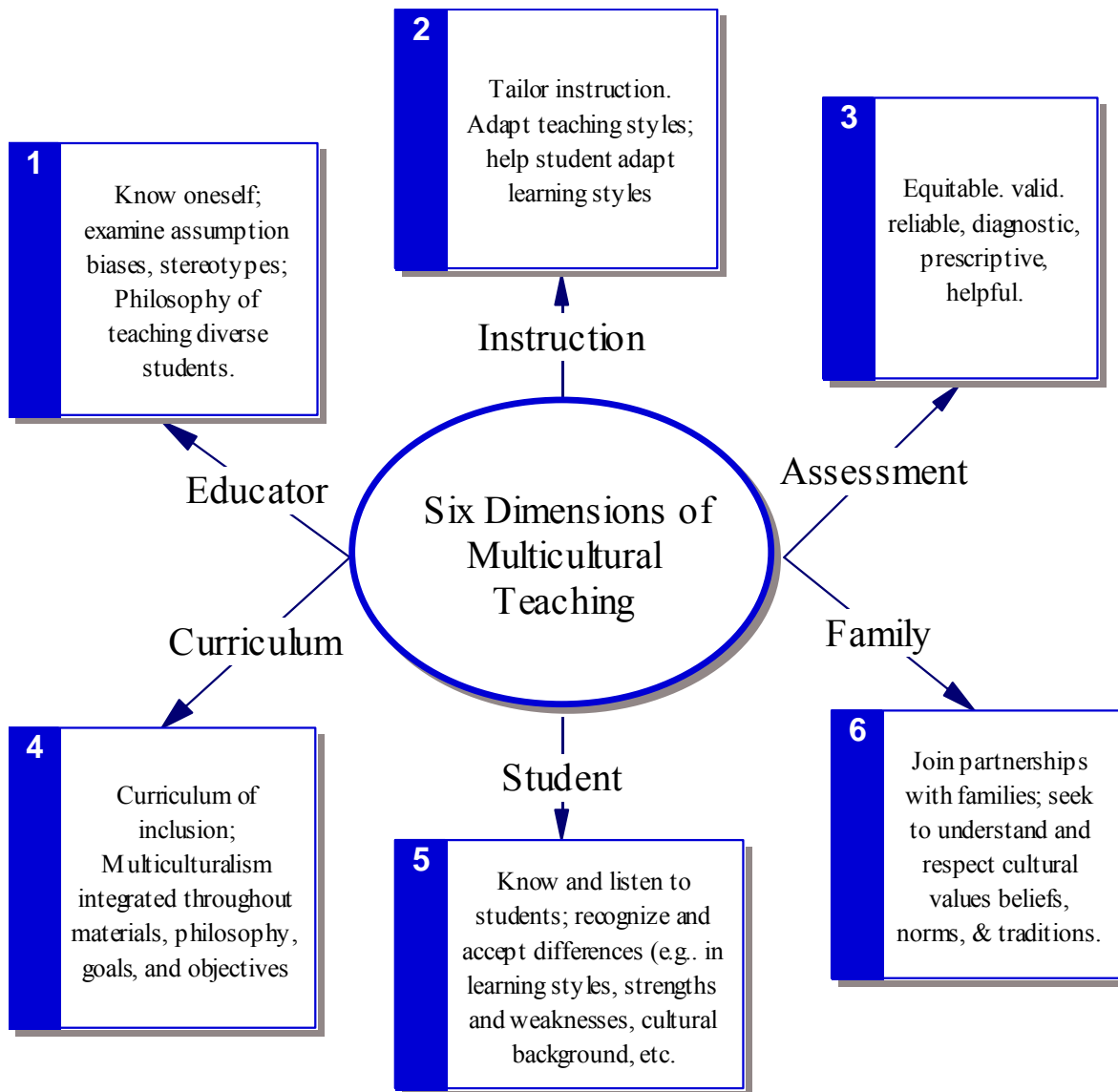
Rethink an old lesson plan with two of the ideas listed above.

Lesson Topic	Differentiation Idea #1	Differentiation Idea #2

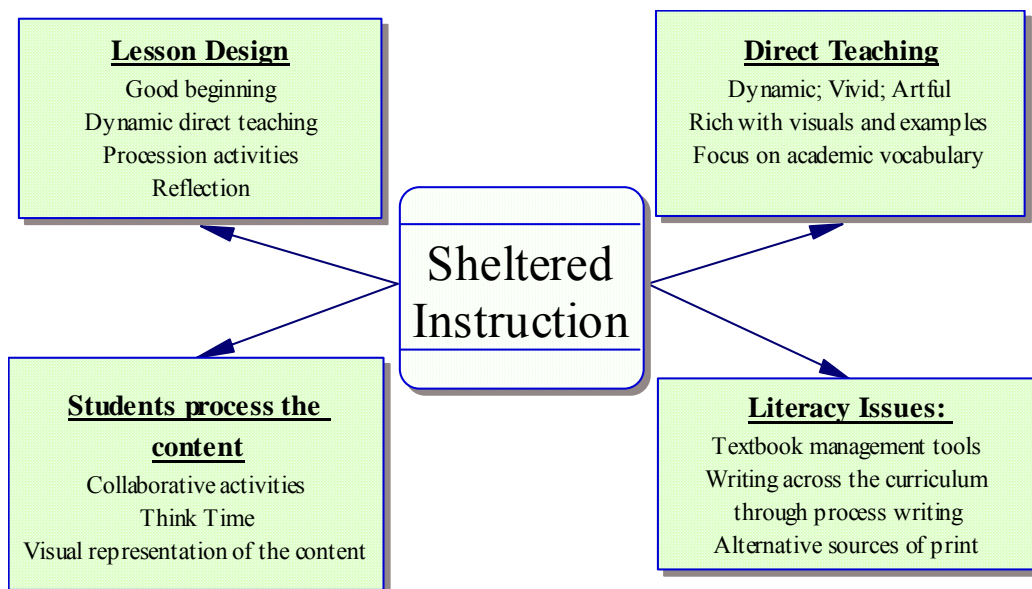
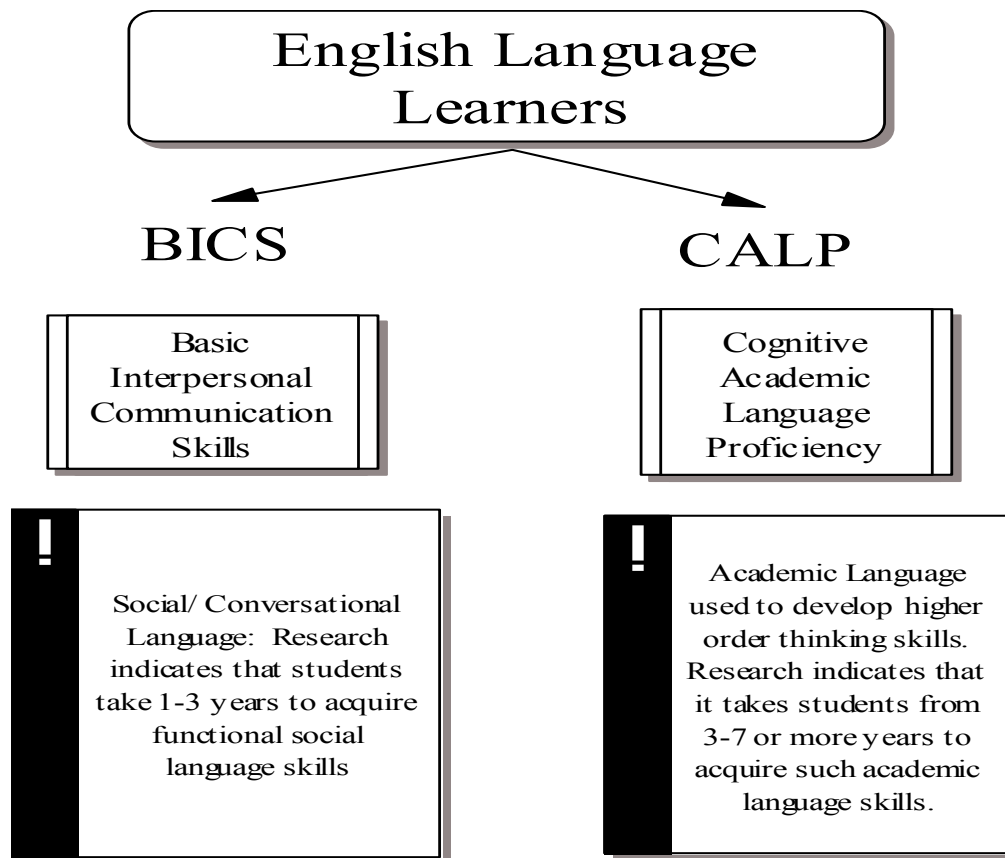
Multiculturalism

“Speaking louder doesn’t really help.”

Six Dimensions of Multicultural Teaching¹



¹ Ford, Donna. "Six Dimension of Multicultural Teaching." Ohio State University.
http://education.osu.edu/dyford/Pages/multicultural_teaching.htm



Ten Things the Mainstream Teacher Can Do Today To Improve Instruction for ELL Students

These tips were adapted from the *Help! They Don't Speak English Starter Kit for Primary Teachers* (1998) (developed by the Region IV and Region XIV Comprehensive Centers, the Center for Applied Linguistics, and ESCORT, a national resource center dedicated to improving the educational opportunities for migrant children) and from *Integrating Language and Content Instruction: Strategies and Techniques* (1991) by Deborah Short of the Center for Applied Linguistics.

1. Enunciate clearly, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.
2. Write clearly, legibly, and in print—many ELL students have difficulty reading cursive.
3. Develop and maintain routines. Use clear and consistent signals for classroom instructions.
4. Repeat information and review frequently. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask "Do you understand?" Instead, have students demonstrate their learning in order to show comprehension.
5. Try to avoid idioms and slang words.
6. Present new information in the context of known information.
7. Announce the lesson's objectives and activities, and list instructions step-by-step.
8. Present information in a variety of ways.
9. Provide frequent summations of the salient points of a lesson, and always emphasize key vocabulary words.
10. Recognize student success overtly and frequently. But, also be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.

Drill 3: Making Changes

Use your highlighter to mark the items on the check list that you are currently doing for your student.

Sheltered Instruction Checklist²

I. Designing Appropriate Lessons

- a. **Standards Alignment:** Lesson are aligned with appropriate content-area standards and language standards.
- b. **Assessment:** The teacher devises assessment that will show that progress towards the standards has taken place.
- c. **Teacher sets the stage for learning:** all good lessons begins with an anticipatory activity that taps student's prior knowledge, fills in necessary blanks in student's background understanding, introduces key concepts, and activates student curiosity.
- d. **Language demands are appropriate to the student fluency:** Do teacher know their audience? Are they informed of the English proficiency levels of their students?
- e. **Key vocabulary is taught:** It is vital to keep the list of words to a manageable length (7-10 words). These words must be taught in context, not as isolated dictionary items. Words should be selected with care, so that chosen vocabulary is that which conveys the most essential concepts.
- f. **Making connections:** Teacher relates lesson to previous learning ... and to students' lives whenever possible.
- g. **All languages modes:** Lesson includes listening, speaking, reading, and writing.
- h. **Pre-Reading/ Pre-Writing:** pre-reading: Activating prior knowledge/ teacher led chapter scan/ turn the headings into guiding questions/ Text Quest scavenger hunt of the chapter. Pre-writing: teacher models, writing processes are addressed.
- i. **Student reflect on their own learning:** If teachers don't devote a few minutes at the end of the period to student reflection, they are missing a major opportunity for the students to push the information into their memories.
- j. **Thematic instruction:** When possible, teacher designs rich thematic units where in the content is subsumed under a thematic banner.
- k. **Students are assessed, data is gathered, and further instruction is planned.**

II. Clarifying the Input – when you are the sage on the stage!

- a. Moderate speech rate
- b. Clear enunciation
- c. Limited use of idiomatic speech
- d. Mini-lectures
- e. Gestures and facial expressions
- f. Visuals
- g. Repetition and rephrasing
- h. Modeling desired behavior, process or product.
- i. Do you tell personal anecdotes connecting your life to the content? Yes!

² Kenfield, Kathleen. "Strategies for Success for Your English Learners."

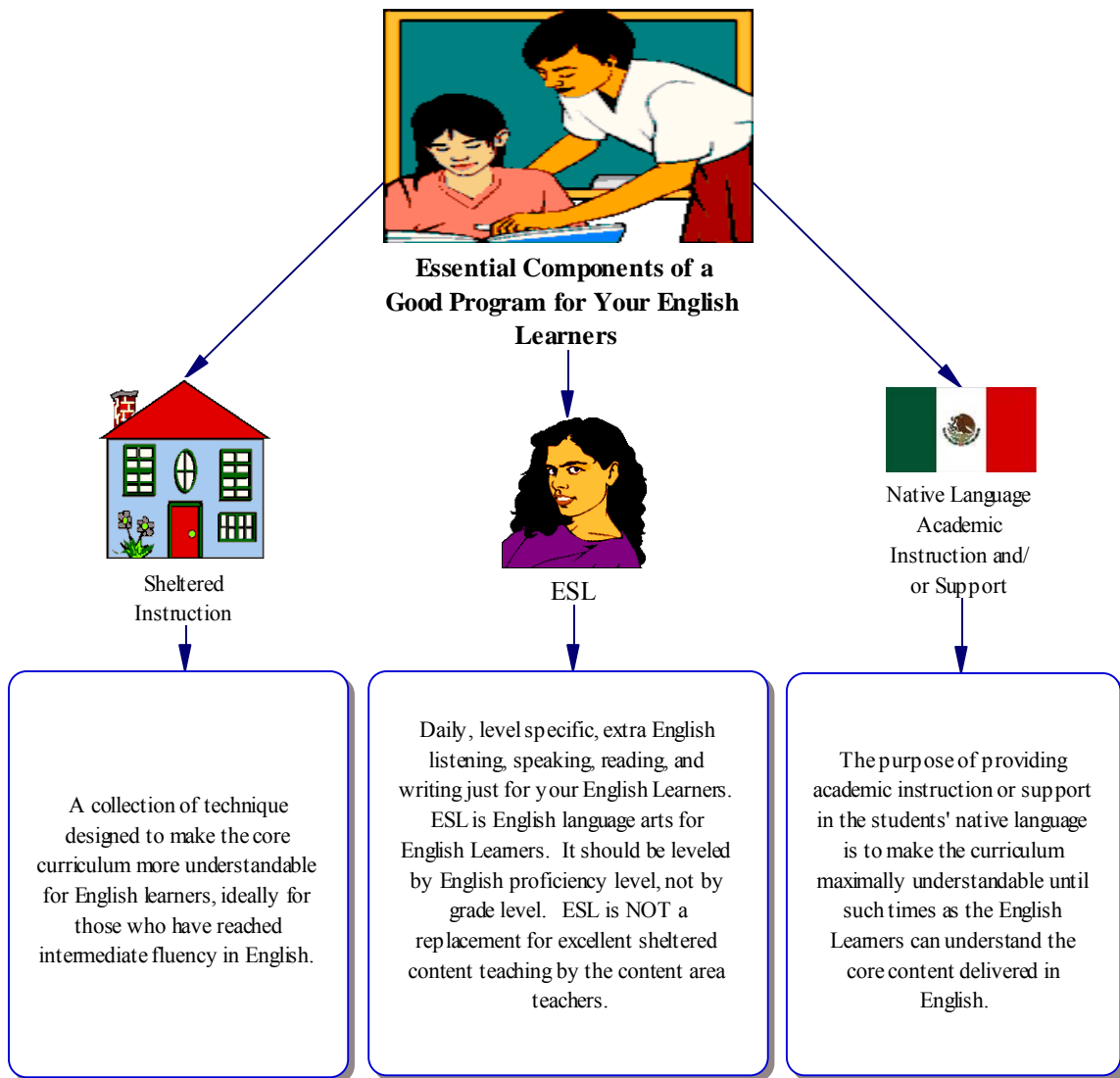
III. Checking for Understanding

- a. **Comprehension Checks:** Just asking, “Do you understand?” is not enough. Use better ways, such as having students turn to a predetermined partner to talk about the learning, asking volunteers to paraphrase, asking student to complete a learning log entry about the content.
- b. **Expansions** (clarify student responses) : “What I hear you saying is ____?”
- c. **Variety of question types:** Keep Bloom’s taxonomy in mind and lead student to higher-order responses.
- d. **Equitable teacher-student interaction:** While lecturing, does the teacher scan the room, neglecting no lone? While students are doing seat work, does the teacher circulate, offering help and encouragement to everyone.
- e. **Mastery of objective assessed in a variety of ways:** Are your ELs afforded alternative ways of expressing their understanding, such as through visual means?
- f. **Inter-language errors:** When the focus in on content, student’s grammatically non-standard responses to teacher questions should not be directly corrected. This does not mean that the teacher shouldn’t teach about standard language.
- g. **Think Time:** Allows student time to interact and discuss and think before responding. Students need to engage in “content conversations” in order to clarify their thinking and internalize content.

IV. Student-Centered Organization and Support.

- a. **Monitor student engagement:** Does the teacher circulate and offer help and encouragement to all or just a few?
- b. **Variety of grouping strategies:** Are student seated in groups or is small-group arrangement possible at any given moment? Are student heterogeneously groups by gender, ethnicity, ability, and English Language proficiency when ever possible?
- c. **Cooperative Activities:** Much learning results from meaningful interaction about the content. The research is clear: cooperative learning and peer tutoring strategies are likely to result in increased English language development, increased understanding of the content.
- d. **Hands-on activities:** These include skits, simulation, and any experiential opportunities that make the curriculum more real to the students.
- e. **Use of various modalities:** Three modalities: visual, auditory, kinesthetic: are they all present at logical times in the curriculum?
- f. **Personalization of the content:** related to their own lives.
- g. **Use of native language support system.**

Now that you have marked what you are doing to help your English Language Learners, look at what you have not marked and decide how you may fit some of these items into your teaching practices.

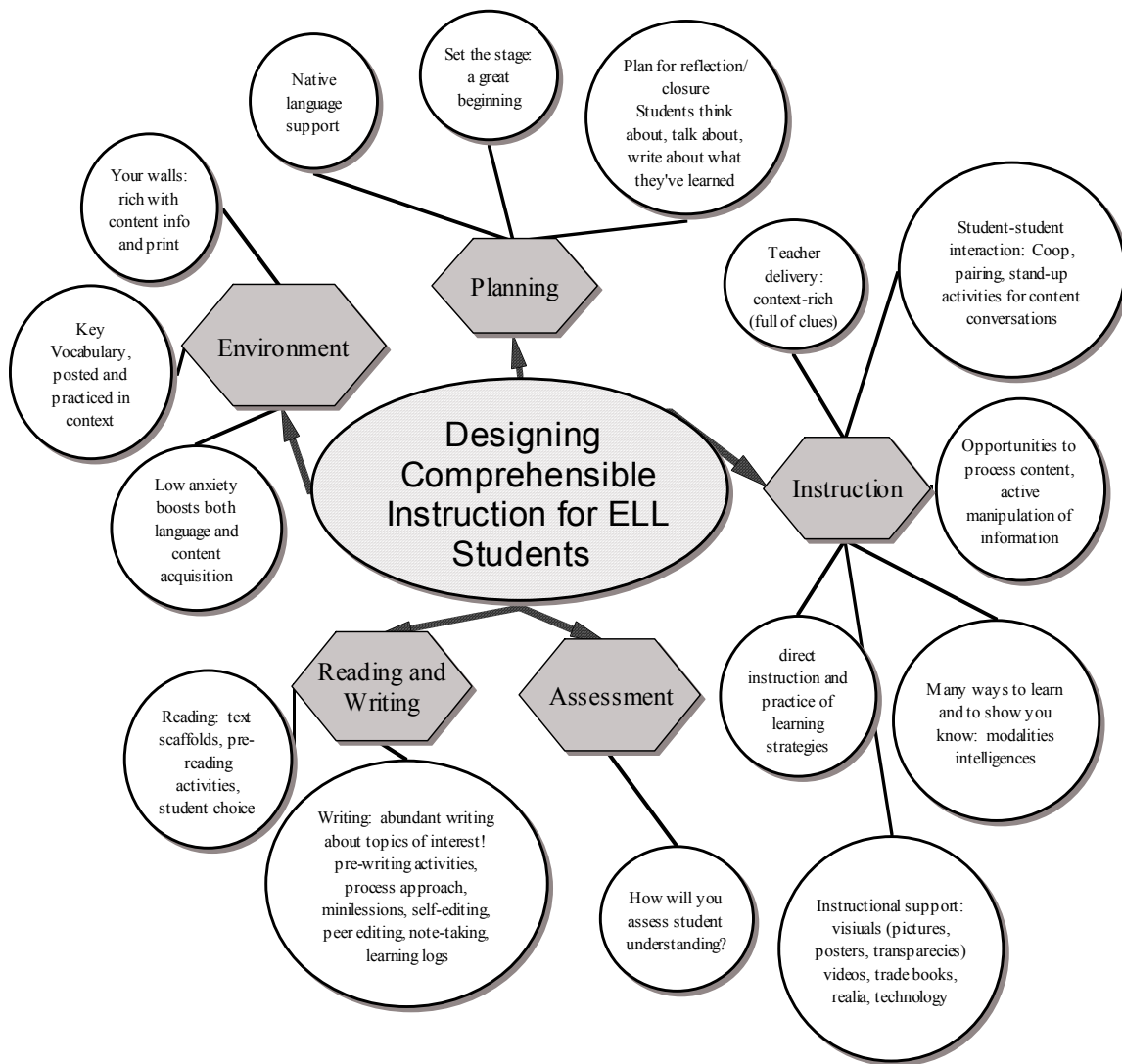


Drill 4: Have you MET the other Coaches?

What is your campus program concerning ESL, Sheltered Instruction, & Immigrant students?

What is the current situation of the ELL students in your classes?

Who is the ESL teacher on our campus and how can they help you with your instruction?



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Equipment Check! DO NOT think that every one of your lesson plans must include differentiation concepts and ideas every time! The best thing to do is take an existing lesson that you are familiar with and then see how you can adjust it to fit differentiation ideas, multicultural strategies, and address multiple intelligences. And be sure to document the adjustments you are making.

Howard Gardner's Multiple Intelligences

Intelligence Type	Products
<p>Verbal/Linguistic This intelligence, which is related to words and language – written and spoken – dominates most Western educational systems. (Language Arts-Based Assessment Instruments)</p>	<ul style="list-style-type: none"> • Written essays • Vocabulary quizzes • Recall of verbal information • Audiocassette recordings • Poetry writing • Linguistic humor • Formal speech • Cognitive debates • Listening and reporting • Learning logs and journals
<p>Logical-Mathematical Often called scientific thinking, this intelligence deals with inductive and deductive thinking/reasoning, numbers and the recognition of abstract patterns. (Cognitive Patterns-Based Assessment Instruments)</p>	<ul style="list-style-type: none"> • Cognitive organizers • Higher-order reasoning • Pattern games • Outlining • Logic and rationality exercises • Mental menus and formulas • Deductive reasoning • Inductive reasoning • Calculation processes • Logical analysis and critique
<p>Visual/Spatial This intelligence, which relies on the sense of sight and being able to visualize an object, includes the ability to create internal mental images and pictures. (Imaginable-Based Assessment Instruments)</p>	<ul style="list-style-type: none"> • Murals and montages • Graphic representation and visual illustrating • Visualization and imagination • Reading, understanding, and creating maps • Flowcharts and graphs • Sculpting and building • Imaginary conversations • Mind mapping • Video recording and photography • Manipulative demonstrations
<p>Musical/Rhythmic This intelligence is based on the recognition of tonal patterns, including various environmental sounds, and on a sensitivity to rhythm and beats. (Auditory-Based Assessment Instruments)</p>	<ul style="list-style-type: none"> • Creating concept songs and raps • Illustrating with sound • Discerning rhythmic patterns • Composing music • Linking music and rhythm with concepts • Orchestrating music • Creating percussion patterns • Analyzing musical structure • Reproducing musical and rhythmic patterns

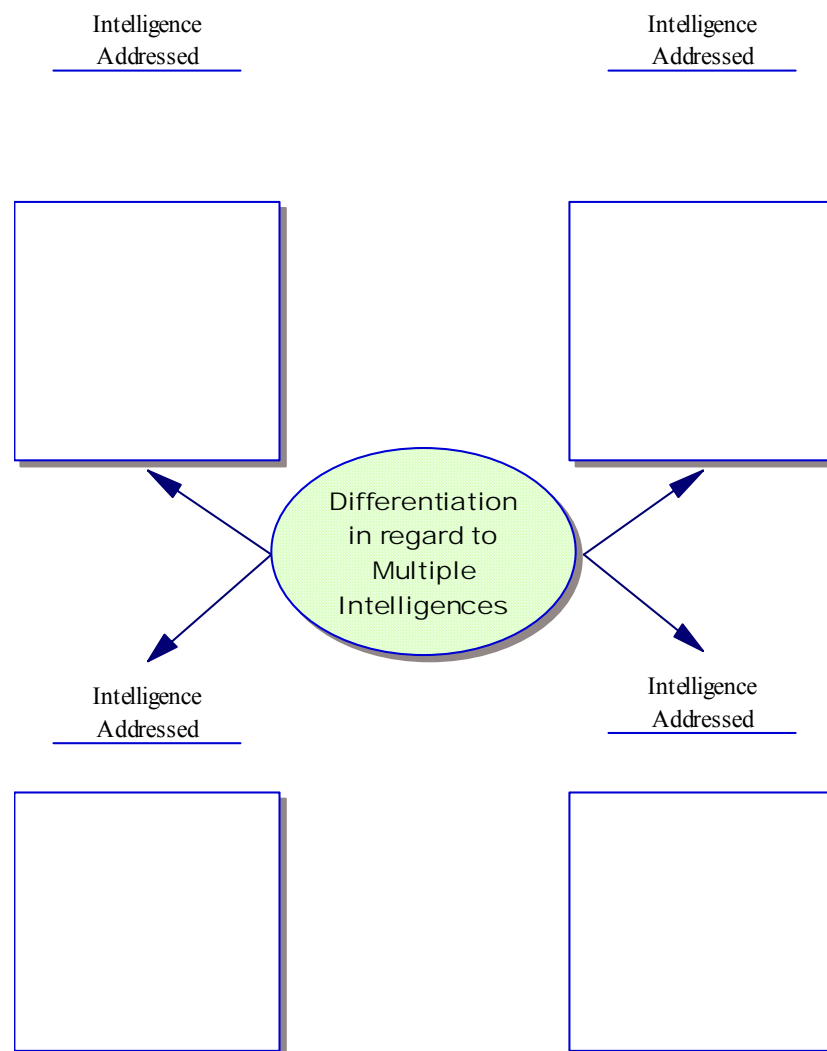
Intelligence Type	Products
<p style="text-align: center;">Bodily/Kinesthetic</p> <p>This intelligence is related to physical movement and the knowings and wisdom of the body, including the brain's motor cortex, which controls bodily motion. (Performance-Based Assessment Instruments)</p>	<ul style="list-style-type: none"> • Lab experiments • Dramatization • Original and classical dance • Charades and mimes impersonations • Invention projects • Physical exercise routines and games • Skill demonstrations • Illustrations using body language and gestures
<p style="text-align: center;">Interpersonal</p> <p>This intelligence operates primarily through person-to-person relationships and communication. (Relational-Based Assessment Instruments)</p>	<ul style="list-style-type: none"> • Group “jigsaws” • Explaining to or teaching another • “think-pair-share” • “round robin” • Giving and receiving feedback • Interviews, questionnaires, and people searches • Empathic processing • Random group quizzes • Assess your teammates • Test, coach, and retest
<p style="text-align: center;">Intrapersonal</p> <p>This intelligence relates to inner states of being, self-reflection, meta-cognition (thinking about thinking), and awareness of spiritual realities. (Psychological-Based Assessment Instruments)</p>	<ul style="list-style-type: none"> • Autobiographical reporting • Personal application scenarios • Metacognitive surveys and questionnaires • Higher-order questions and answers • Concentration tests • Feelings, diaries and logs • Personal projection • Self-identification reporting • Personal history correlation • Personal priorities and goals
<p style="text-align: center;">Naturalist</p> <p>This intelligence deals with the recognition, appreciation, and understanding of the flora and fauna of the natural world. (Environment-Based Assessment Instruments)</p>	<ul style="list-style-type: none"> • Hands-on labs/demonstrations • Species/natural pattern classification • Nature encounters/ field trips • Nature observations • Care for plants and animals • Sensory stimulation exercises • Conservation practices • Archetypal pattern recognition • Natural world simulations

Drill 5: Thinking about changing the practice schedule

"If all you have is a hammer – everything looks like a nail!"

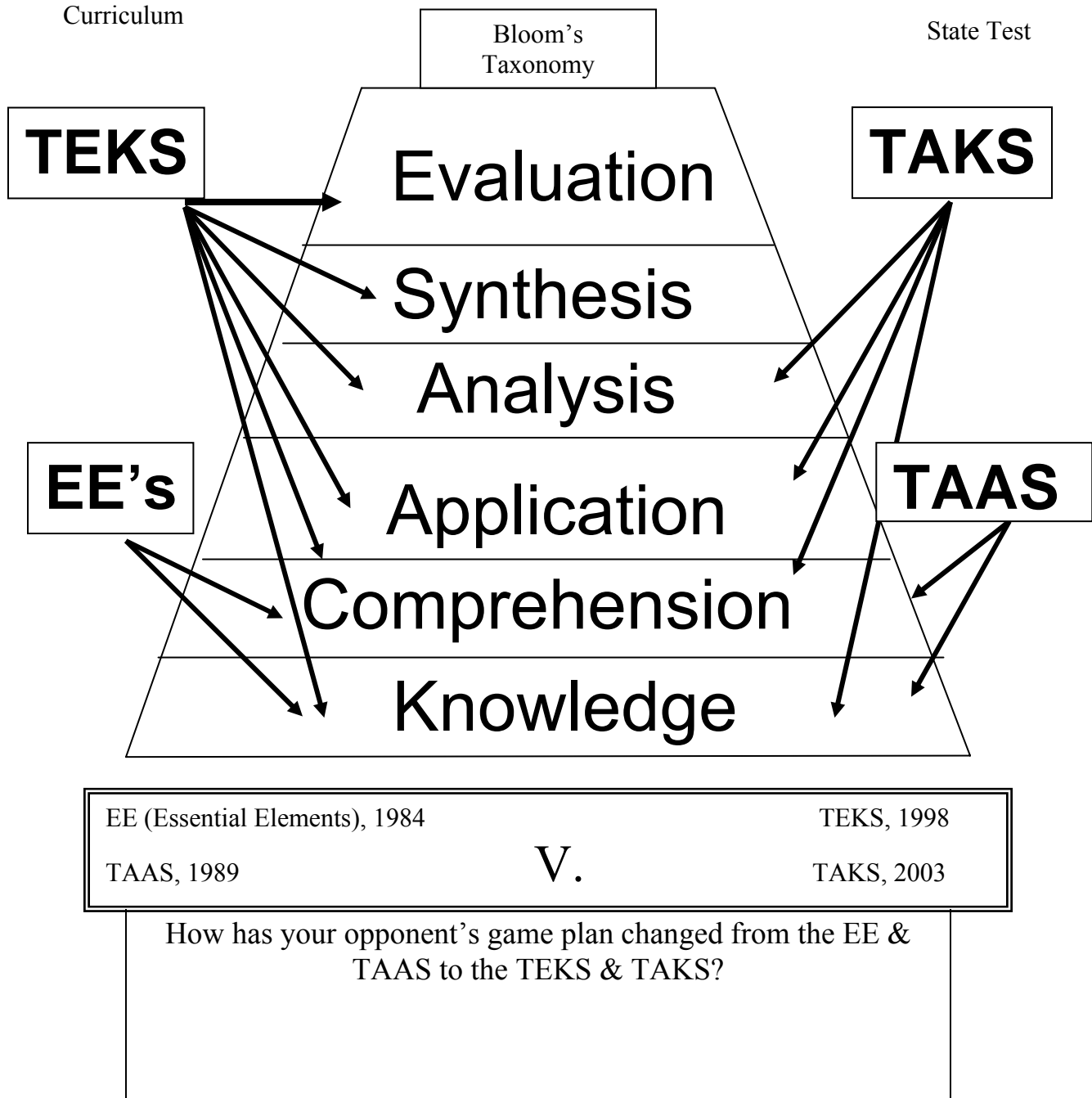
The above statement means that if you are instructing all the students with the same content, instructional strategy, and assessment, then you are “hammering” all these “staples, screws, bolts, nuts, and nails” with little regard to their needs.

Use the following diagram to plan a differentiated lesson that addresses four of intelligences listed in the preceding pages.

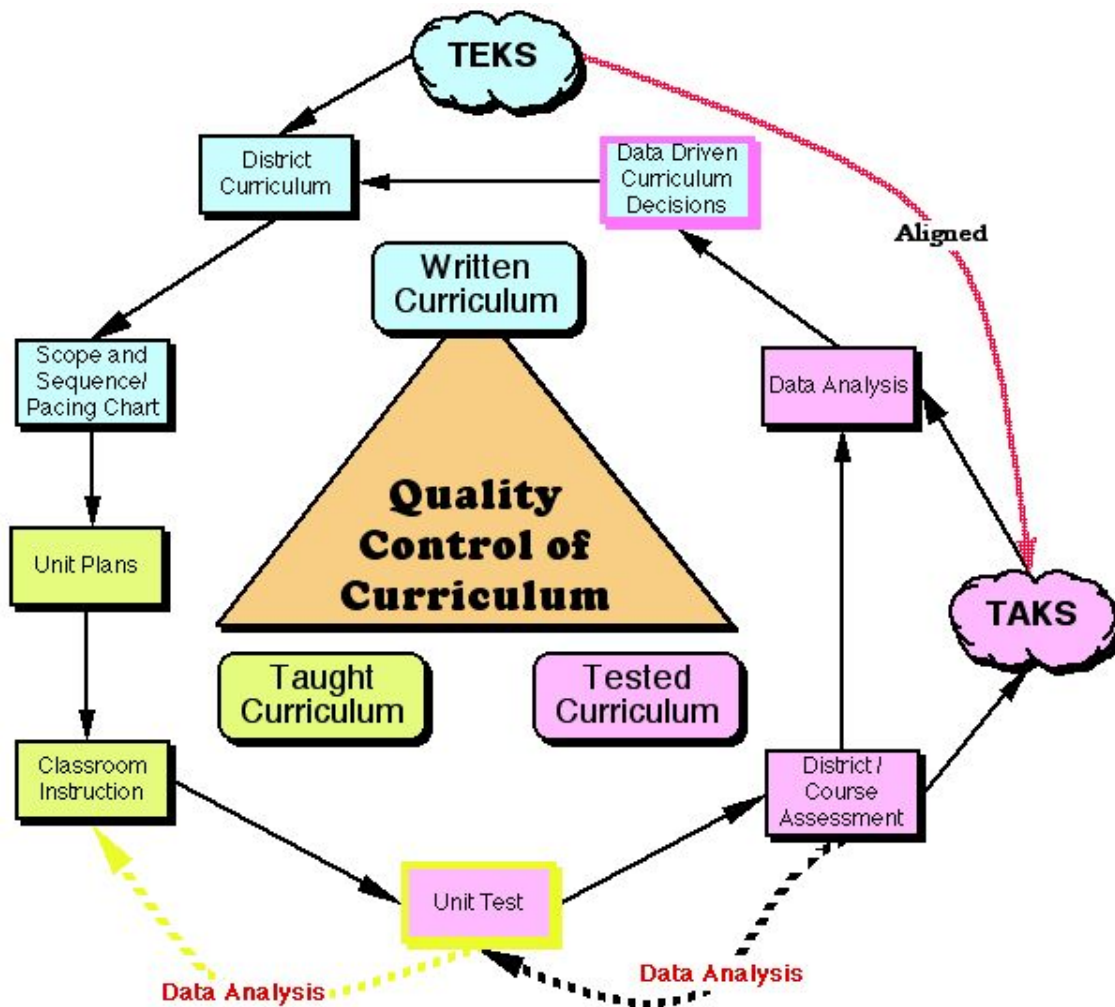


Section IV: Game Plan Curriculum

Drill 1: Your Opponent's Plan and how it has changed for the 21st Century.



Drill 2: Rethinking Your Game Plan



- 1) Are you fulfilling all of the steps in the quality control of the curriculum at your district?
- 2) If not, what areas of quality control are you weak in?
- 3) Does each of the steps flow from one to next in a logical way?
- 4) Who is in charge of this process (of curriculum alignment)?
- 5) Do you have a paper trail in order to prove that you have fulfilled the curriculum requirements of the State in the age of accountability?

Drill 3: Each Position of the Offense = Strands of the TEKS

Strand	Type	What are the major concepts / topics you are to cover for each strand?
<i>History</i>	Discipline: <i>To provide a link to a time.</i>	
<i>Geography</i>	Discipline: <i>To provide a link to a place.</i>	
<i>Economics</i>	Discipline	
<i>Government</i>	Discipline	
<i>Citizenship</i>	Theme	
<i>Culture</i>	Discipline: <i>Anthropology, Sociology, & Psychology</i>	
<i>Science, Technology, and Society</i>	Theme	
<i>Social Studies Skills</i>	Skills	

Discipline Strands: These five strands represent the major disciplines of Social Studies: History, Geography, Economics, Government (Political Science), and Cultural studies.

Theme Strands: These two strands follow no chronological order but reoccur in many units of study.

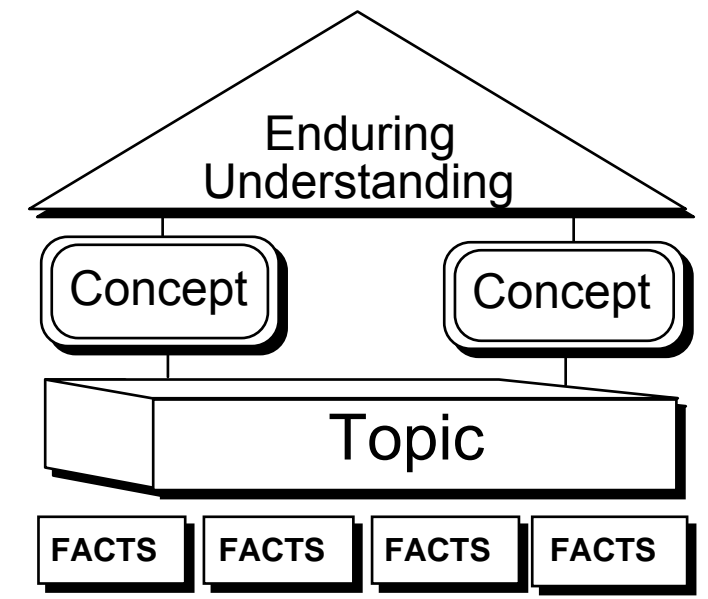
Skills Strand: This strand is carefully vertically aligned in the lower grades so that the student should have the skills they need to do higher level work in High School.

Drill 4: Understanding the Game: Concepts v. Topics

If all you teach in history is the facts of a given subject, then the study of history becomes a set of unrelated people, places and ideas that lack any rhyme, reason or relevance. The study of history is a never ending story of interlinked events, causes and effects that lead to more causes and different effects, heroes and villains that share common characteristics, and, most important, provide a path, not to the past, but to the future [Sorry! No more sermons]. If the students do not see the concepts, then the facts that have learned are jumbled into a pile in their heads and their grade depends more on their ability to memorize than to understand and see relationships [Okay; maybe one more sermon].

Teaching Concepts³

Concept-based curriculum focuses on elements of the discipline that creates a framework for categorizing topics/ facts, creates connections with other disciplines, demands higher order thinking skills to ensure understanding, and is relevant to the students.



Traditional curriculum focuses on the “topics” [like the “Civil War” and “Texas Revolution”] and the facts that go with it, which leads to content overload, isolated topics, lower order thinking skills, and a lack of relevancy for the students.

³ Erickson, H. Lynn. Stirring the Head, Heart, and Soul: Redefining Curriculum and Instruction, 2nd Edition. Thousand Oaks, CA. Corwin Press, Inc. 2001. p. 224.

Macro Concepts Examples:

Culture Government & Power
Civic Ideals People and Places Time and Change

Macro Concepts will provide guidance for the quarter or semester and link with other disciplines.

Micro Concepts Examples:

Conflict & Cooperation	Traditions	Leadership	Resources
Order & Stability	Change / continuity	Need / Wants	Supply / Demand
Perspective	Government	Institutions	Incentives
Identity	Limits	Customs	Systems
Location/ place	Environment	Influence	Barter
Role/ status	Transportation	Justice	Exchange
Laws/ rules	Rights & Responsibilities	Freedom	Markets
Interdependence	Communication	Equality	Consumption
Power	Order	Citizenship	Needs / wants
Common good	Groups	Policy	Space / regions

Sample:

7.7: History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th Century.

(A): define the impact of boom and bust and trace the boom and bust cycle of leading Texas industries throughout the 20th C. including farming, oil, gas, cotton, cattle ranching, real estate, and banking.

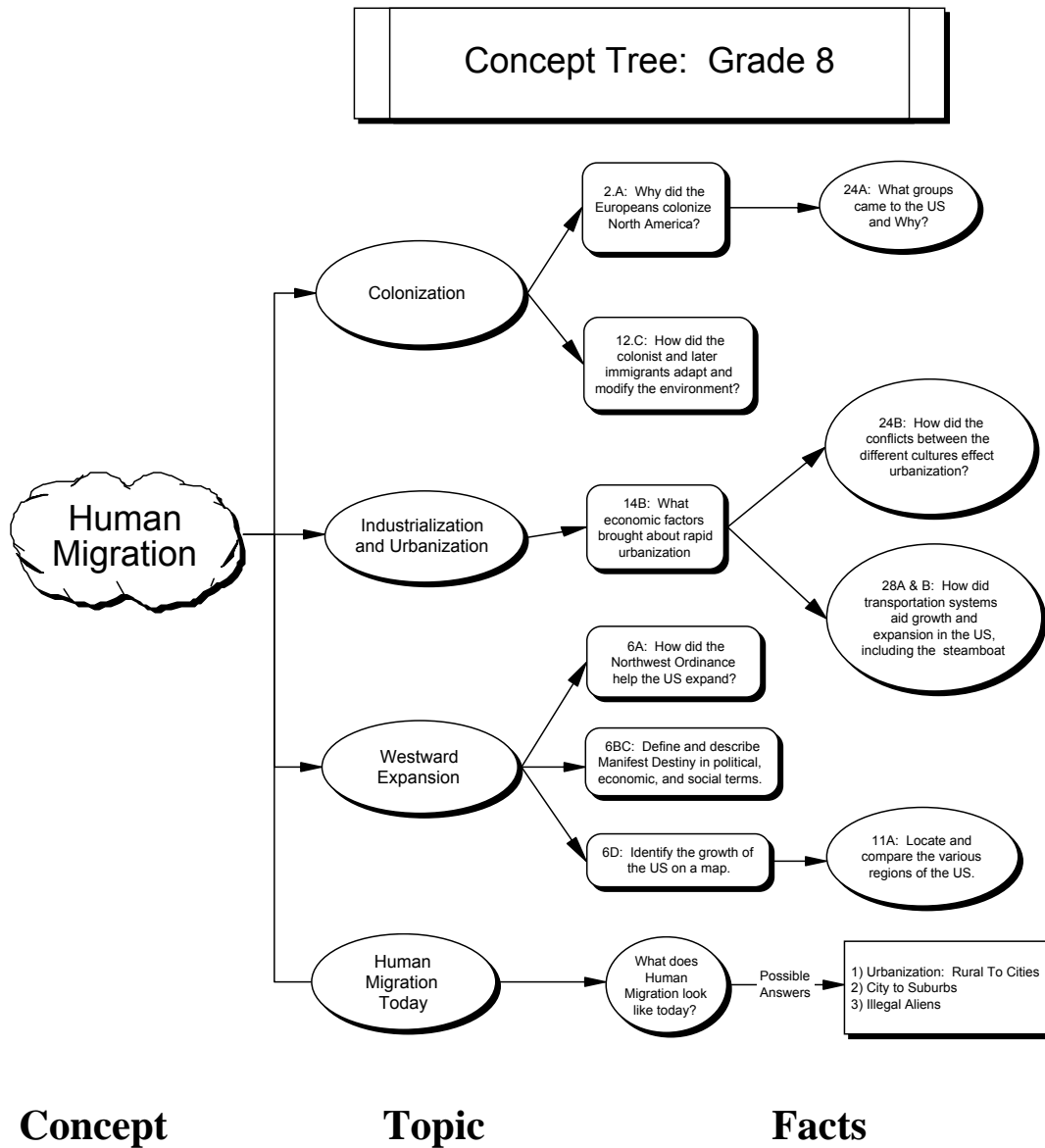
Macro Concepts: Change, Leadership

Micro Concepts: Resources, Supply & Demand, Policy, Influence.



Equipment check: The macro and micro concepts were randomly chosen for use in this workbook. As a department, you should go through the TEKS and decide what concepts you wish to use and link together through the grade levels (Vertical Alignment).

Drill 5: Organizing your year by Concepts:



On a separate sheet of paper, chose a concept that you cover and create a similar diagram as the above Concept Tree.

Organizing the Year around Concepts: Scope and Sequence

Macro-Concepts	Micro-Concepts	Topic Focus	TEKS/ TAKS
Human Migration/ Geography of North America	Colonization, Leadership, Regions, Human/ Environment relationship	Exploration and Colonization Of America	1AB, 2AB, 10 AB, 13AB, 16A, 21A, 24A, 26AB
Identity	Economic Activity, Cultural diversity, art, Representational government, Mercantilism,	Growth of the English Colonies	3ABC, 13C, 15A, 21A, 27A,
Rights and Revolution	Unalienable rights, Cause & effect, republicanism, mercantilism, leadership, Negotiation, mass media	The American Revolution	1A, 4ABC, 16BC, 22ABC,
Representative Government	Federalism, Checks and Balances, Separation of Power, Separation of Powers, Political parties	Creating the Constitution & Beginning the Nation	4D, 5AC, 6A, 15B, 16CD, 17A, 21B,
Change and Continuity	Checks and balances, Justice, Expansion, “Hawkish”, Ingenuity, industrialization, economic policy,	Challenges facing the new Nation and Free Enterprise/ Industrialization	1A, 5ABDE, 11, 14AB, 15A, 17C, 19A, 24A, 28ABD,
Conflict and Cooperation	Western, Culture (Diversity), Sovereignty, nullification, Free enterprise	Age of Jackson	5FG, 18B, 19B, 29ABC, 20EF,
Human Migration and Human Progress	Push & Pull, transportation, expansion, nativism, reform, religious influences, unionism, art & literature	Manifest Destiny	6BCDE, 10, 12A, 24ABCDE, 25AB, 27ABC
Similarities and Difference	Regions, Cause & effect, racism, agrarian, popular sovereignty, conflict and compromise,	Sectionalism	7ABCD, 10, 11, 16D, 18B, 19B
War	Economic warfare, technology, total warfare,	Civil War	1A, 8ABC, 29C
Rule of Law	Citizenship, racism, toleration, equality, education,	Reconstruction	9ABC, 17B

Drill 6: Getting the best out of the Team

Pick a concept and identify where the concept will be taught in the course of your curriculum. Use the student expectations to determine what area, at what level, and how the concept must be taught. To complete the following table, read the TEKS and pull out what you consider the most important **Marco Concept** and two to three **Micro Concepts**. Feel free to connect courses.

TEKS	The Macro Concepts	Micro Concepts
<p>7.12: Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society.</p> <p>A) explain economic factors that led to the urbanization of Texas;</p>		
<p>(Govt. 8) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution.</p> <p>(F) analyze how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity.</p>		
<p>WH.10 History. The student understands the influence of significant individuals of the 20th century.</p> <p>(A) analyze the influence of significant individuals such as Winston Churchill, Adolph Hitler, Vladimir Lenin, Mao Zedong, and Woodrow Wilson on political events of the 20th century;</p>		
<p>(27) <u>Culture</u>. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>(A) describe developments in art, music, literature, drama, and other cultural activities in the history of the United States;</p>		

What implications do you see for your teaching if you pursue organizing your curriculum on the conceptual level?

Drill 7: Crossing Pattern! Skill with Content!

Below is a listing of the skills that Texas Students are required to master on the Social Studies TAKS test. On the table below identify what content you would use to help teach these skills.

For example:

Skill	Content /Resources #1	Content /Resources #2
Categorizing	After reading <u>Hammurabi's Code</u> , divide the laws into broad categories.	After review the events of the Cold war, which ones were the USA winner's verses the losers?

Skill	Content /Resources #1	Content /Resources #2
Categorizing		
Cause and Effect Relationships		
Sequencing		
Comparing		
Contrasting		
Finding the Main Idea		
Summarizing		
Making Generalizations		
Drawing Inferences		
Drawing Conclusions		
Identifying Points of View		
Identifying Bias		
Interpreting Information from Visuals		



Equipment Check! If you were to show this list to an English Language Arts coach, they would say "Hey! These are the same skills we are teaching and reinforcing in our classes!" How could you use that information to better your students' performance?

Section IV: Drives

Unit Planning

Drill 1: Creating a Drive based on the Game Plan

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When the TEKS says then you should ...	The students should beby doing...
Identify Locate Recite (sing) Trace Place List	... determine what facts and skills are important for them to know and do (based on the TEKS and local curriculum).	Memorizing; Remembering; Identifying; Exposed to; Responding; Listing;	Worksheets Labels Vocabulary Objective Quizzes Reports
Explain Describe Summarize Give Examples Retell Translate Define Obtain	... given the student multiple examples of related items and situations.	Demonstrating knowledge; Summarizing; Describing; Explaining the significance; Giving the main idea; Sorting items; Paraphrasing;	Speaking / Writing Graphic Organizers Defining Show & Tell Observations Short answers Outlines Discussions
Apply Use Express Relate Incorporate Transfer Prepare Map Sequencing	... created tasks and activities that have students actively manipulating information in new situations.	Using Knowledge; Producing Items; Constructing; Sequencing; Teaching; Solving; Collecting information;	Performance Tasks Maps / Models Puzzles / Games Simulations Products Graphic Organizers Journal
Analysis Compare Organize Draw Interpret Sequence Categorize Distinguish Differentiate Contrast	... organized student materials and learning tools, such as primary sources or statistical data, regarding a concept.	Manipulating information; Relating new knowledge to previous knowledge; Differentiating between people, events, & ideas; Defining and supporting concepts; Identifying points of view and bias;	Analytical Perform. Tasks Illustrations / Diagrams Open-ended Essays Abstracts Statistical interpretations Database / Spreadsheets Graphs Subjective Assessments
Create Pose & answer Express Develop Plan Design	... developed non-traditional strategies and assessments allowing students to create their own learning.	Generalizing; Questioning and deducing; Creating Visuals; Imagining alternatives; Pretending they are ...; Inferring;	Projects Cartoons & Original Stories Multimedia Products Newspaper Articles Portfolios & Journals
Evaluate Predict Make Predictions Defend Support Assess	... assisted the student in creating rubrics that assesses the process of how well students have come to the judgments / evaluations (not the judgment itself).	Defending a position; Predicting an outcome; Appraising the value; Justifying an action;	Research Papers/Essays Opinion Papers / Debates Editorials Recommendations Panel Discussions Investigations /Verdicts

Drill 2: Getting the team where they need to be.

Using the TEKS, fill in the below chart to demonstrate that you are covering all the TEKS through the course of the year. “Continuing TEKS” are those strands/ TEKS that reoccur in many units (Geography, Culture, Skills). “TEKS for the Unit” will occur at a specific time in the course (History, Government, etc.)

Month	Unit Names	Continuing TEKS	TEKS for the Unit
<i>Aug.</i>			
<i>Sept.</i>			
<i>Oct.</i>			
<i>Nov.</i>			
<i>Dec.</i>			
<i>Jan.</i>			
<i>Feb.</i>			
<i>Mar</i>			
<i>April</i>			

Drill 3: Opponent's Offense: Verbs v. Lesson Plan

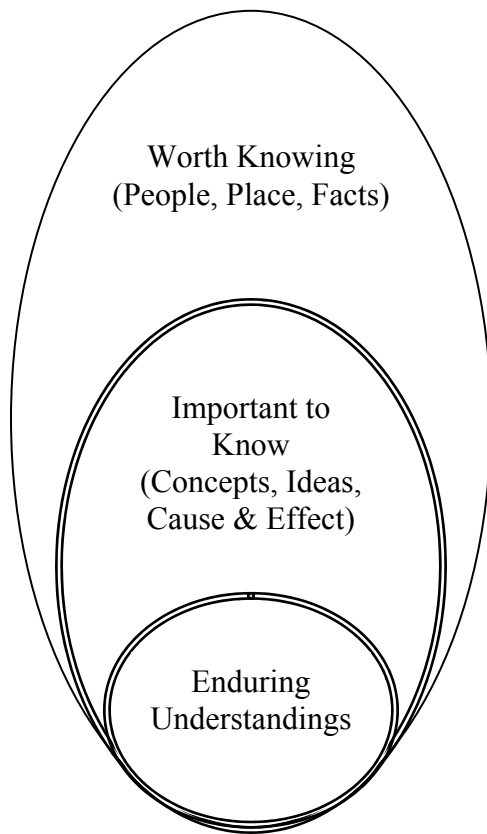
Identify/ Trace	Describe	Summarize
Explain	Analyze	Evaluate/Predict

The above words occur most frequently in the “Student Expectations” of the TEKS. Their importance is that they dictate at what level the content and skills are to be taught. For example, if student are to “***identify*** the reason for European exploration and colonization of North America (8.2.A)” then reasons can be taught and assessed as a list of facts and ideas. However, if the students are to “***analyze*** the impact of tariff policies on sections of the United States before the Civil War (8.7.A),” a higher level of skills and cognitive processing will be required. Furthermore, the TEKS needs to be aligned (interacting at the same cognitive level) with the teaching strategy and assessment. In the chart below determine what activities and assessments will align with the given TEKS.

TEKS	Strategy or Activity	Assessment
Sample: GOVT.6.C: compare the role of government in the U.S. free enterprise system and other economic systems.	Brainstorm how our govt. interacts w/ our economy (share & compare); Repeat using Cuba [communism] (info in textbook); create graphic organizer (T-chart). Repeat using American Indian [tradition]	1) on classroom activity, compare to your checklist of items 2) on Unit Test: You are hired as advisor to North Korea, give 3 statements that would be true for the US but not for Korea.
7.2D: <u>identify</u> the impact of the Mexican federal Constitution of 1824 on events in Texas;		
8.5.A: <u>describe</u> major domestic problems faced by the leaders of the new Republic ...		
8.16.B: <u>summarize</u> the strengths and weaknesses of the Articles of Confederation;		
WH.5.B: <u>explain</u> the political, economic, cultural, and technological influences of European expansion on both Europeans and non-Europeans ...		
WG.12.B: <u>analyze</u> how the creation and distribution of resources affect the location and patterns of movement of products, capital, and people;		
US.7.C: <u>evaluate</u> government efforts, including the Civil Rights Act of 1964, to achieve equality in the United States;		

Drill 4: Focusing on the Basics: Curricular Priorities⁴

What do the students really need to know and what do you really need to teach. The following diagram will help you see a way to organize a unit. Again, use the TEKS but do not limit yourself to them.



Sample Unit: World War II

Worth Knowing:

- Battles and dates, stories and anecdotes
- Statistics of the war
- Social Restructuring
- Chronology of the war
- New Technologies

Important to know:

- Causes (WWI, Germany, Pearl Harbor)
- Axis v. Allies (countries & leaders)
- Theaters of War, Battle plans, geography, Midway and Normandy
- Battle Leaders: Bradley, Eisenhower, MacArthur, Marshall, Patton
- Truman & the atomic bomb decision
- Economic Impact of the War: International and Domestic.
- Holocaust & Relocation centers

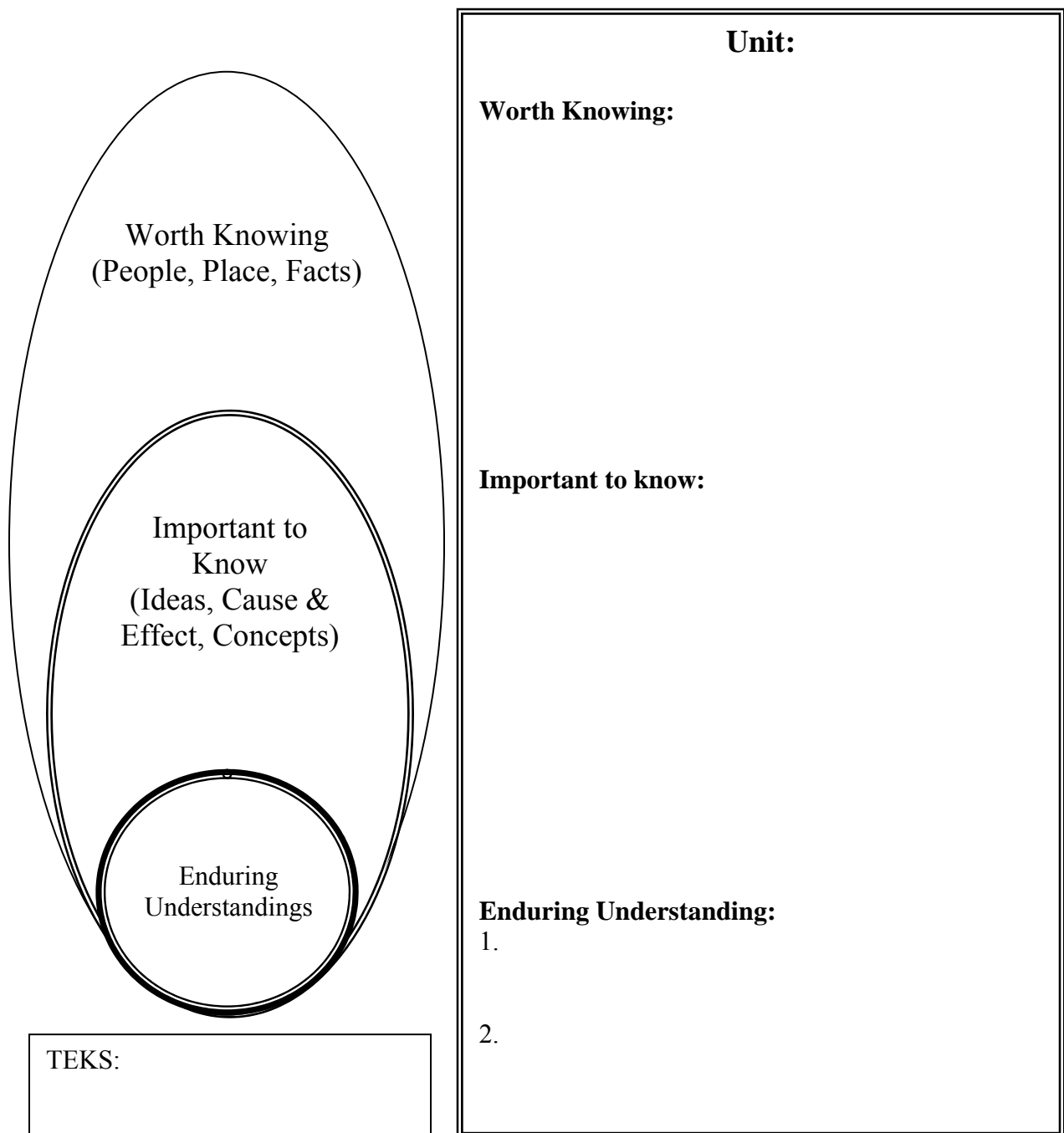
Enduring Understanding:

WWII is a turning point in human culture and our global society because it changed the nature of warfare and realigned the political, social, & economic systems of most every nation.

[This unit is based on U.S. History 6:ABC, 14:A, 15:B, 19:B, 22:B]

- 1) After seeing the content of a unit set up in this format, what are the implications for developing a unit plan?
- 2) What types of assessments would work best for the “Worth Knowing” section? The “Important to Know” section? The “Enduring understanding” section?
- 3) Hypothetically, if you were given seven class periods (50 minutes), how would you organize daily instruction to accomplish the content objectives of the unit?

⁴ Wiggins, Grant and Jay McTighe. Understanding by Design. Alexandria, VA. Association for Supervision and Curriculum Development. 1998. p. 10.



Equipment check! Don't forget to include the skills that you wish to introduce or reinforce in this unit. Many of the resources that you have available will dictate the daily lessons and the skills that you will use for the unit. And don't forget your own interest.

Drill 5: Finding the Essential Questions in the TEKS

TEKS	Essential Questions
<p>7 (15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:</p> <p>(A) describe the structure and functions of government at municipal, county, and state levels;</p> <p>(B) identify major sources of revenue for state and local governments; and</p> <p>(C) describe the structure and governance of Texas public education.</p>	
<p>8 (13) <u>Economics</u>. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:</p> <p>(A) identify economic differences among different regions of the United States;</p> <p>(B) explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery</p>	
<p>World History (10) History. The student understands the influence of significant individuals of the 20th century. The student is expected to:</p> <p>(B) analyze the influence of significant social and/or religious leaders such as Mohandas Gandhi, Pope John Paul II, Mother Theresa, and Desmond Tutu on events of the 20th century.</p>	

Drill 6: Planning a Practice

Unit Planning Worksheet

Unit Name

Unit Summary

TEKS/ Student Expectations

Time Needed

Concepts

Skills

Unit Evaluation

Daily Lesson Plan Considerations

Unit/ Topic

TEKS/ Student
Expectation

Objectives

Concepts

Cognitive Level

Skill of the Lesson

Assessment

Pre-
Assessment
Strategy

Resources

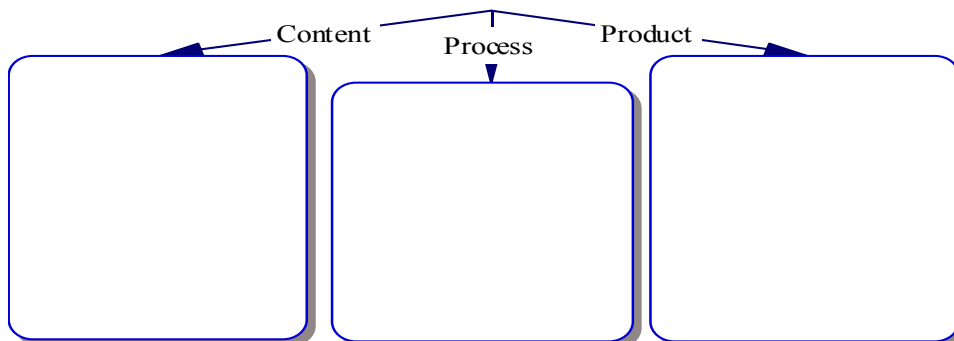
Daily Lesson Plan Considerations

Page 2

Instructional Strategy



Differentiation Ideas



Anchoring
Activities



Cross
Curriculum
Opportunities



Section VI: Plays to Run

Strategies for the Classroom

Every coach knows that for different situations you run different plays. They also know that if you run the same play over and over you will not accomplish much. The following are six attributes of classroom strategies that the plays will address. Many will cover more than one attribute and may be used in ways that will address even more of these areas.

<input type="checkbox"/> Content Knowledge	<input type="checkbox"/> Reactivating Prior Knowledge
<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Group work/ Team Building
<input type="checkbox"/> Active Learning	<input type="checkbox"/> Motivation / Innovation

Content Knowledge: These plays, such as Blitz (lecture) will enable students to receive factual information, but does not help the students understand and apply the new information.

Critical Thinking: These plays, such as Off-tackle (brainstorming) and the statue of liberty play (simulations) allows the students to manipulate information he has acquired in new ways that will increase his understanding of the topic.

Active Learning: These plays call for the students to “do” history, as opposed to strategies that have it done to them (“sit and get”/ “mug and jug” history). They will allow students to have control of their own learning in most cases.

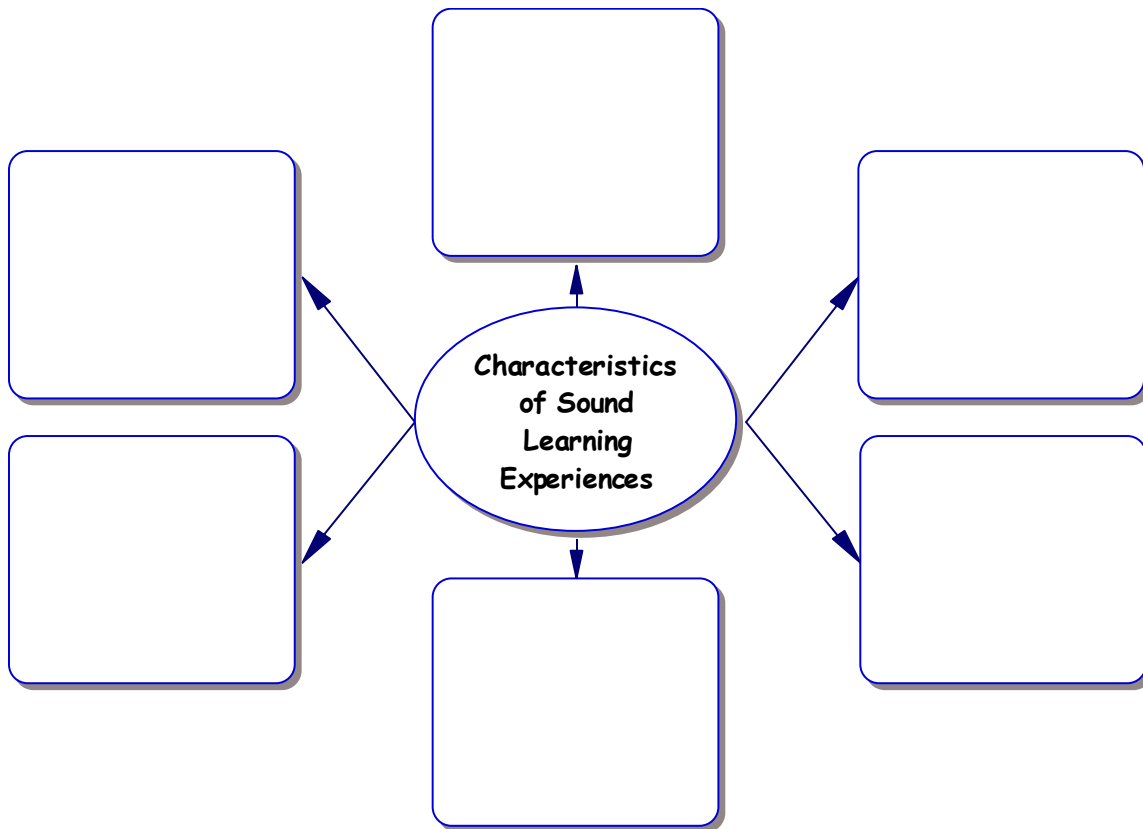
Reactivating Prior Knowledge: These plays are essential to your social studies program because that the TAKS will assess students on content that was first received in 8th grade. Therefore, this content will need to be reinforced throughout the season.

Group Work: These plays call for students to work as a team to accomplish the objectives that you assign. The ability to work as a group is essential to the student’s future.

Motivation/ Innovation: These plays are generally well received by students and considered beyond the normal classroom activities of social studies.

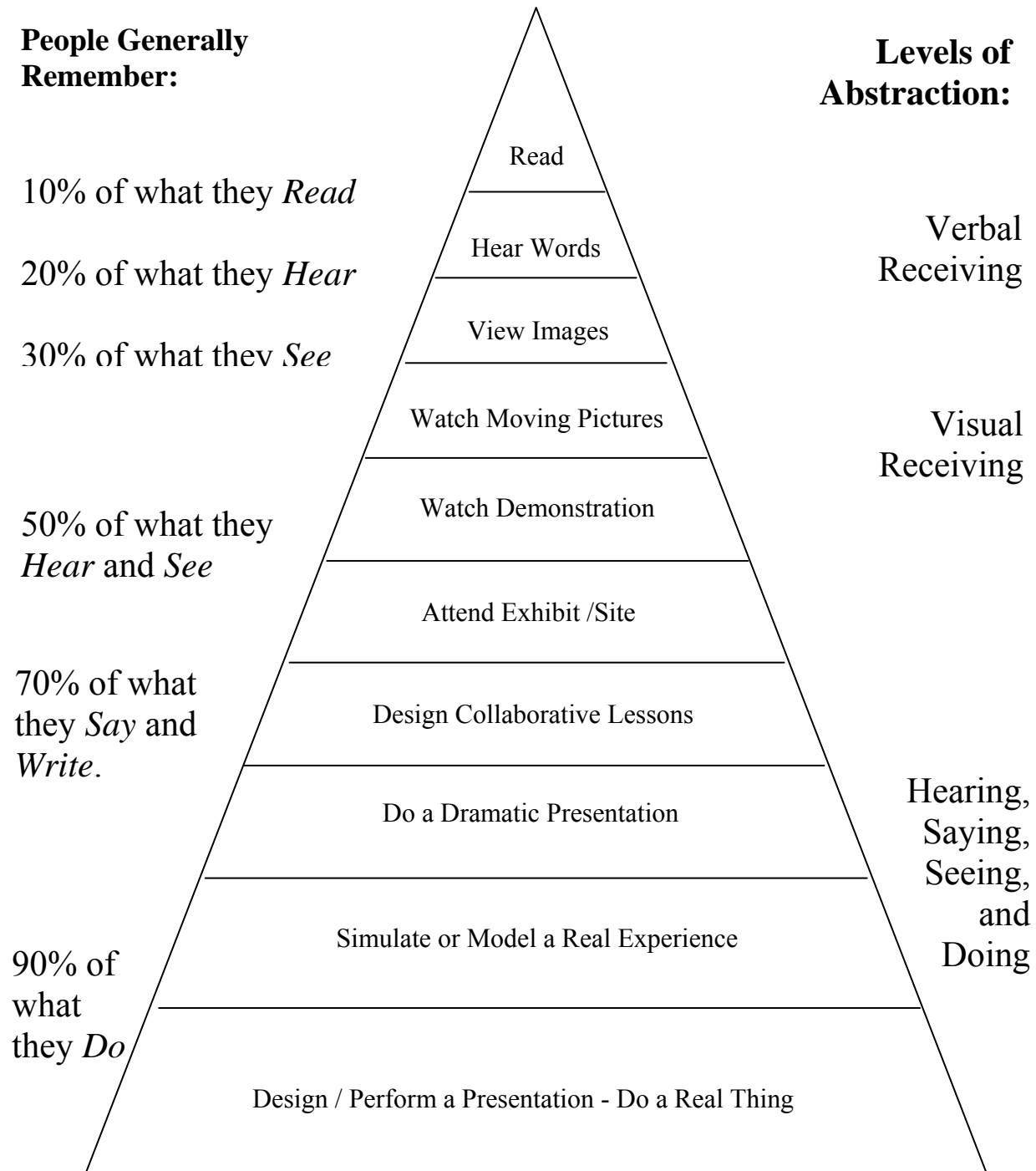
Drill 1: What plays work for your team?

What makes a good learning experience? Fill in the diagram below.



- 1) How often do you plan your classroom activities with these attributes in mind?
- 2) Are your activities **balanced**? Or do you favor on type of activity more than the others (Do you run left more than right?)?
- 3) Are your activities **aligned** with the curriculum and assessment (Are your plays reflective of your game plan?)?

Dale's Cone of Experience⁵



⁵ Educational Technologies: New Foundations for Faculty Success. Virginia Tech.
http://www.edtech.vt.edu/edtech/hhernand/Misc/dales_cone/dales_cone.pdf (May 11, 2005)

Drill 2: Planning With Dale in Mind

- 1) What is Dale (of Dale's Cone of Experience) trying to tell you about teaching?

- 2) During the course of an average week, where do most of your teaching activities fall?

- 3) What are strategies that allow students to use multiple senses and abilities to learn?

- 4) Knowing that social studies faces "**The 1000 Days**" (that it is roughly one thousand days between the time they learn the content in 8th grade and then tested over in the spring of 11th grade), how can Dale's Cone of Experience help teachers in planning activities?

Off-Tackle Play

Brain-Storming

<input type="checkbox"/> Content Knowledge	<input checked="" type="checkbox"/> Reactivating Prior Knowledge
<input checked="" type="checkbox"/> Critical Thinking	<input checked="" type="checkbox"/> Group work/ Team Building
<input type="checkbox"/> Active Learning	<input type="checkbox"/> Motivation / Innovation

When can I use brainstorming?

To activate prior knowledge

- “Who can tell me one event from the Civil War?”
- “As group, write the names of as many presidents of the United States from the 1st to the 16th (Lincoln)?

To determine how much students know about a subject.

- Here is a list of seven events or people of the Civil Rights movement. Without using your book or other sources, see how much you know or even what you think you know, about these. Work as a group and write down your ideas.

To add activity to lecture

- “Now that you have heard about the problems of the 1920s, how do you think is the best way that the government should address these problems. Work with your team to generate some possible ideas. You have 10 minutes. Then we will come back as a class and find out what the government did do to address these problems. Go!”

To review before an assessment

- “Everyone pull out a sheet of paper. Write down one thing you learned from the unit we just covered (no more than 10 words); put your initials in the margin and then pass the paper to left (however). When you get the next paper, add to the list, mark your initials, but do not duplicate answers. If someone has already put “your” down – think of another and keep going. When all the ideas that you know are on the page, put down your pen/pencil to signal that you are finish.



Did You Know? This is a strategy that compliments other classroom activities! Use it with lectures, document based questions, inquiry learning, etc.

Guidelines for using Brainstorming in the classroom

1. **Present a clear, well-defined problem.**
2. **No critical remarks!** Quantity over quality for this strategy. Evaluations on all the ideas are deferred to the end of the exercise.
3. Appoint a **Recorder** to document all the ideas the group generates.
4. **“Hitchhiking”** (adding or modifying another’s idea) is acceptable.
5. Keep an open mind to all the ideas. Many may throw out an idea that is obviously far-fetched, but it might spark an idea from another person.
6. **Quantity is desired.** After the brainstorming exercise, the ideas will be whittled down and the best ideas will rise to the top.
7. Silence can be a sign that the students are thinking. (You, as the classroom instructor, will have to make the determination on this. You will need to monitor brainstorming session to ensure that the students are on task.)
8. **Time limits are necessary!** Depending on the question and how you structure the activity, 5 – 10 minutes of brainstorming is ample time to submit ideas. Have a timekeeper for each group to make sure the students keep within the limits. Keep a timer in your room.
9. Allow for time to sort the ideas and separate the good ideas from the rest.
10. Let it be known, **evaluation comes later.** Worrying about only contributing a good idea will hamper the contribution and concern that they will have to know all the ideas that are generated will also limit responses.

ABC Brainstorming⁶:

A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

Assignment #1: ACTIVATING PRIOR KNOWLEDGE: (Cooperative Learning)
 Pass out a ABC Brainstorming worksheet. Before you start a new unit, have the students list one to three items for each letter concerning a topic. Possible topics could be “the Civil War”; “Cold War”; “Goods & Services”; etc.

Assignment #2: REVIEW: Pass out an ABC Brainstorming worksheet. Before the unit test, have the students fill in an “ABC brainstorming on what they have learned about this unit.

G/T TWIST: Have the GT Students create a list of words on the topic that END WITH THE LETTER.

⁶ Jones, Raymond. *Reading Quest: Making Sense in Social Studies*. “ABC Brainstorming.”
<http://curry.edschool.virginia.edu/go/readquest/strat/abc.html>

Bio Poem

A 10 line poem that describes a person by listing their attributes and ideas in a poem format.

1	First Name	<i>Franklin</i>
2	Title or Occupation	<i>President</i>
3	Four words that describe the person	<i>Reformer, Energetic, "Doer", polio</i>
4	A lover of (3 things/ ideas)	<i>Freedom, government aid, Action</i>
5	Who Believed in (1 idea)	<i>"Happy days are here again"</i>
6	Who Wanted (3 things)	<i>Equity, Fairness, Freedom</i>
7	Who Used (2 methods)	<i>Activism and Eleanor, his wife</i>
8	Who Gave us (3 things)	<i>New Deal, a lot of jobs, a new idea about the presidency</i>
9	Who said ("a quote")	<i>"We have nothing to fear but fear itself."</i>
10	Last Name	<i>Roosevelt</i>

Student Body Right: Cooperative Learning

☐ Content Knowledge

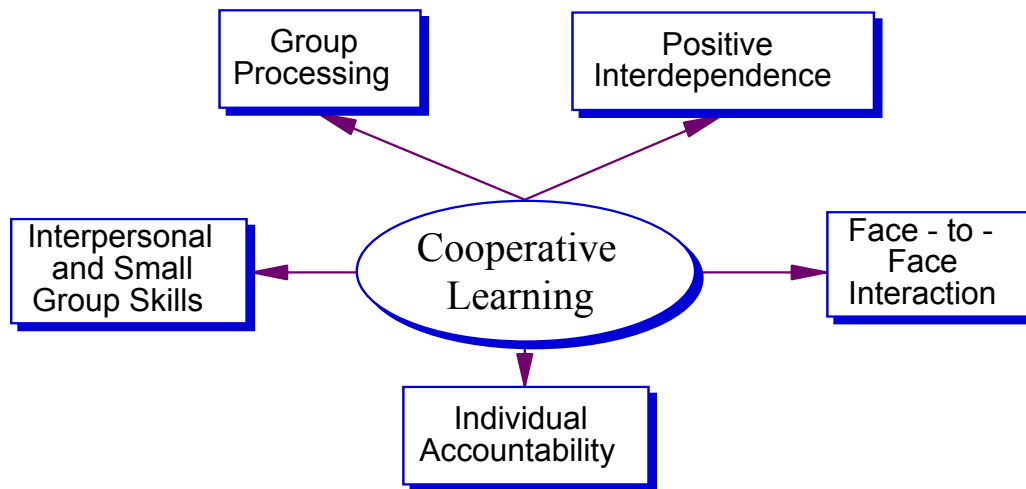
X Critical Thinking

X Active Learning

☐ Reactivating Prior Knowledge

X Group work/ Team Building

X Motivation / Innovation



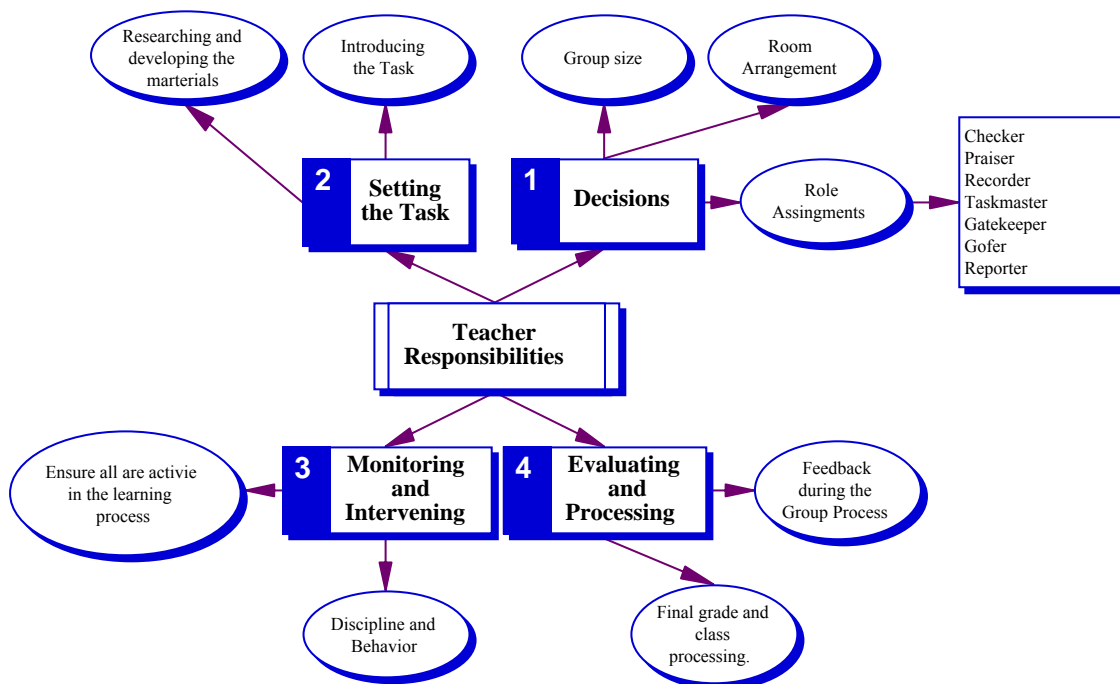
GETTING STARTED WITH COOPERATIVE LEARNING⁷

1. The **content and concepts** to be taught is identified and **criteria for mastery** is determined by the teacher. Assessment criteria is established prior to beginning the learning experience.
2. The most useful **cooperative learning technique** (structure) is identified, and the group size is determined by the teacher.

⁷ Foyle, Harvey and Lawrence Lyman. "Meeting the Secondary Reading Challenge." ERIC Document ED306003 88.

<http://www.sarasota.k12.fl.us/MRC/cooprlnrgchilderic.htm>

3. Students are assigned to **teams and roles designated**.
4. The **classroom** is arranged to facilitate group interaction.
5. **Group processes** are taught or reviewed as needed to assure that the groups run smoothly.
6. The teacher develops expectations for group learning and makes sure **students understand the purpose of the learning** that will take place. A **time line** for activities is made clear to students.
7. The teacher presents initial **material and resources** as appropriate, using whatever techniques she or he chooses.
8. The **teacher monitors** student interaction in the groups, and provides assistance and clarification as needed. The teacher reviews group skills and facilitates problem solving when necessary.
9. Student outcomes are evaluated. **Students must individually demonstrate mastery of important skills or concepts of the learning**. Evaluation is based on observations of student performance or oral responses to questions; paper and pencil need not be used.
10. **Groups are rewarded** for success. Verbal praise by the teacher, or recognition in the class newsletter or on the bulletin board can be used to reward high-achieving groups.



GROUP ROLES

1. **TASKMASTER:** Keeps the group on the task at hand.
2. **SUMMARIZER:** restates the group's major conclusion or answers.
3. **CHECKER (OF UNDERSTANDING):** ensures that all group members can explicitly explain how to arrive at an answer or conclusion.
4. **ACCURACY COACH:** corrects any mistakes in another member's explanations or summaries.
5. **ELABORATOR:** relates current concepts and strategies to material studied previously.
6. **RESEARCH-RUNNER:** gets needed materials for the group and communicates with the other learning groups and the teacher.
7. **RECORDER:** writes down the group's decisions and edits the group's report.
8. **GATEKEEPER::** ensures that all members are contributing equally.
9. **OBSERVER:** keeps track of how well the group is cooperating.
10. **TIME-KEEPER:** makes sure that tasks are accomplished on time; keeps the group aware of the amount of time to work in.
11. **PRAISER:** praises good ideas; helps members feel good about their contributions.
12. **ENCOURAGER:** asks silent members what they think or what they can add; listens to others in a way that encourages them to speak.
13. **HARMONIZER:** attempts to settle disagreements; reduces tension; seeks compromise.
14. **NOISE MONITOR:** uses a non-verbal signal to remind group members to quiet down.
15. **ENERGIZER:** energizes the group when motivation is low by suggesting new ideas, through humor, or by being enthusiastic.
16. **REPORTER:** reports the group's findings to the class.
17. **GOFER:** in charge of the materials need to complete the task.

Cooperative Learning Structure⁸

Students-Teams Achievement Divisions [STAD]

Whole class: You present a lesson to the class

Teams: students assemble in teams of 4 or 5 members and complete activities to ensure that all members understand the lesson

Individuals: individuals take a quiz on the material. The team's overall score is determined by the extent to which each student improved his / her past performance.

Teams-Games Tournament [TGT]

The procedure in TGT is the same as STAD. However, members from each team vie in ability-grouped academic games. Each student earns points for the team according to his/ her improvement over past performance. Team scores are usually posted.

Jigsaw

Teams: student meet in teams of five;

Home teams: Academic material is broken down into sections. Give each student an item of information that the student must teach to his or her team.

Expert Group: Team members learn information from one another

Home teams: Experts return to home teams to share their expertise on the topic.

Individuals: students may be tested for their mastery of the material.

Jigsaw II

Jigsaw II is a modification of Jigsaw. In Jigsaw II, students obtain their information from textbooks, the Internet, narrative material, biographies, etc. Students discuss their topics in expert groups and teach their teammates what they have learned. Finally, students take a quiz on the material, and the scores are used to form individual and team scores.

Group Investigations

This is the most complex method of cooperative learning. Student in small groups take substantial responsibility for deciding what they will learn, how they will organize themselves to learn it, and how they will communicate what they have learned to their classmates. Students are graded on the quality of the group's report to the class.

Numbered Heads Together

Teams generate a number of ideas; then each member chooses one to report to the class. All student stands. You call on student to share and then sit down; any student(s) having a similar idea also sits.

Roundtable

You ask a question with many possible answers. The student will respond on one piece of paper. Each student writes one answer and then passes the paper to the person on their left. The response paper literally goes around the table.

Round-robin

This is the oral counterpart of roundtable. Students take turns stating answer without recording them.

Think - Pair – Share

Individual: You pose a question; student work individually.

Team (Pair): Students pair up and share responses with one another; sometimes the pairs work to reach consensus.

Whole class: Pair share with the class.

⁸ International Center for Leadership in Education, Inc. Instructional Strategies: How to Teach for Rigor and Relevance. Rexford NY. Leadership Media. 2000. pp. 34-41.

Quick Pitch:

Document Based Questions

X Content Knowledge
X Critical Thinking
X Active Learning

☐ Reactivating Prior Knowledge
☐ Group work/ Team Building
☐ Motivation / Innovation

SOAPS Strategy:

SOAPS = “Speaker,” “Occasion,” “Audience,” “Purposes,” & “Situation” this provides a framework for organizing the information from documents and can be adjusted to all levels.

	Writings, Speeches, Quotes	Paintings, Photographs, Architecture
Speaker	Who said or wrote this document?	Who was the artist? Or subject?
Occasion	What was the occasion?	What time period/ school of art?
Audience	To who is he/she speaking?	Who is intended to see this work?
Purpose	What are they seeking to accomplish?	What point are they making? Why is it important?
Situation	How did this impact the situation?	Did this make a difference? How?

Sample:

	Gettysburg Address
Speaker	Abraham Lincoln
Occasion	The Dedication of the Gettysburg Battlefield Cemetery following the battle of Gettysburg, a bloody battle and turning point of the Civil War
Audience	People who attended the ceremony, but it soon spread across the North
Purpose	After such a horrible battle, the people needed to be inspired and redirected to the task of winning the war against the Confederacy. Lincoln, who was not nearly as popular then as he was later, was not even invited to attend the ceremony and this six-minute speech followed a three-hour speech given by a famous (but forgotten) orator.
Situation	The speech was an eloquent statement of what the underlining reason of this war was all about. It inspired the North to finish the war and reunite the nations. It has become one of the greatest speeches in American History and looked upon as the essence of the American Spirit.

WHAT ARE PRIMARY SOURCES?⁹

Primary sources enable the researcher/ student to get as close as possible to what actually happened during an historical event or time period. A primary source reflects the individual viewpoint of a participant or observer.

- * **Diaries, journals, speeches, interviews, letters, memos, manuscripts and other papers** in which individuals describe events in which they were participants or observers.
- * **Memoirs and autobiographies.** These may be less reliable than diaries or letters since they are usually written long after events occurred and may be distorted by bias, dimming memory or the revised perspective that may come with hindsight. On the other hand, they are sometimes the only source for certain information.
- * **Records of or information collected by government agencies.** Many kinds of records (births, deaths, marriages; permits and licenses issued; census data; etc.) document conditions in the society.
- * **Records of organizations.** The minutes, reports, correspondence, etc. of an organization or agency serve as an ongoing record of the activity and thinking of that organization or agency.
- * **Published materials** (books, magazine and journal articles, newspaper articles) written at the time about a particular event. While these are sometimes accounts by participants, in most cases journalists or other observers write them. The important thing is to distinguish between material written at the time of an event as a kind of report, and material written much later, as historical analysis.
- * **Photographs, audio recordings and moving pictures or video recordings,** documenting what happened.
- * **Materials that document the attitudes and popular thought of a historical time period.** If you are attempting to find evidence documenting the mentality or psychology of a time, or of a group (evidence of a world view, a set of attitudes, or the popular understanding of an event or condition), the most obvious source is **public opinion polls** taken at the time. Since these are generally very limited in availability and in what they reveal, however, it is also possible to make use of ideas and images conveyed in the mass media, and even in **literature, film, popular fiction, textbooks,** etc. Again, the point is to use these sources, written or produced at the time, as evidence of how people were thinking.
- * **Research data** such as anthropological field notes, the results of scientific experiments, and other scholarly activity of the time.
- * **Artifacts of all kinds:** physical objects, buildings, furniture, tools, appliances and household items, clothing, and toys.

⁹ University of California Berkley, Library
<http://www.lib.berkeley.edu/TeachingLib/Guides/PrimarySources.html>

Written Document Analysis Worksheet¹⁰

1. TYPE OF DOCUMENT (Check one):

- | | | |
|---|--|--|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Letter | <input type="checkbox"/> Patent |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Map | <input type="checkbox"/> Telegram |
| <input type="checkbox"/> Press release | <input type="checkbox"/> Report | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Congressional record | <input type="checkbox"/> Census report | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Handwritten |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Seals |
| <input type="checkbox"/> Notations | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Other | |

3. DATE (S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

Other Worksheets available in the NARA's Digital Classroom:

Photograph

Cartoons

Poster

Maps

Artifacts

Sounding

Recording

Motion Pictur

¹⁰ United States National Archives & Records Administration. Digital Classroom
http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/document.html

Where to find Documents on the Internet

Websites:

US National Archives and Records Administration

<http://www.archives.gov/index.html>

American Memory

<http://memory.loc.gov/>

US Historical Documents

<http://www.law.ou.edu/hist/>

Historical Documents on the Internet

<http://www.cssjournal.com/hisdoc.html>

Don Mabry's Historical Text Archive

<http://historicaltextarchive.com/>

US Historical Document Archive

<http://www.ushda.org/>

Internet Archive of Texts and Documents

<http://history.hanover.edu/texts.htm>

Documents for the Study of American History

http://www.ku.edu/carrie/docs/amdocs_index.html

EuroDocs: Primary historical Documents from Western Europe

<http://library.byu.edu/~rdh/eurodocs/>

African American Documents

<http://www.toptags.com/aama/docs/docs.htm>

USHDA: List of Documents

<http://w3.one.net/~mweiler/ushda/list.htm>

Digital History

<http://www.digitalhistory.uh.edu/>

Jack Daws (To order Packets of Primary Sources)

<http://www.jackdaws.com/>

Have you tried Law-Related Education? The State Bar of Texas does wonderful workshops and provides great resources.
<http://www.texasbar.com/public/teacherresource/lawedu.asp>

Reverse

Graphic Organizers

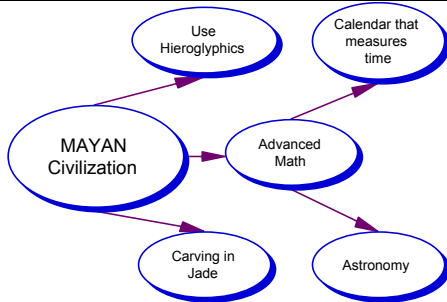
- X** Content Knowledge
X Critical Thinking
☐ Active Learning

- X** Reactivating Prior Knowledge
☐ Group work/ Team Building
☐ Motivation / Innovation

Graphic Organizers are excellent tools for history/ social studies because they allow student to take large amounts of information and condense it into a manageable package. Graphic organizers seem to be a tool of the TAKS Social Studies Test creators. Viewing the samples from the TAKS Information Booklets one can see the use of organizers in many differ ways.

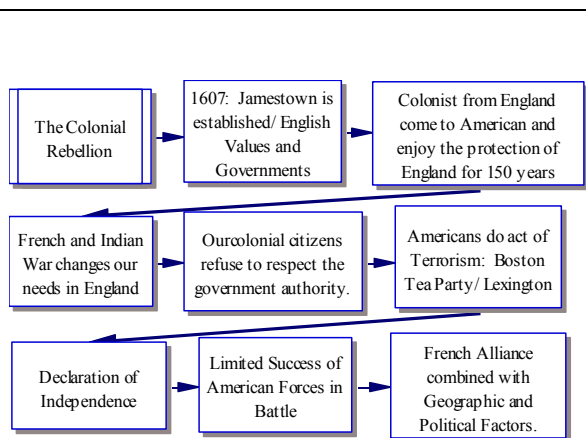
Graphic Organizers Types¹¹:

Brainstorming Web: Starts with a core concept and information related to the main idea is identified in a free-flowing manner and radiates outward from the general to the specific, linking related ideas



Assignment: (Cooperative Learning) On slips of paper, write out all the information you can remember about the Mayan Civilization (Must have more than 15). Use a glue stick to paste them to a piece of paper and a marker to show the connections to one another.

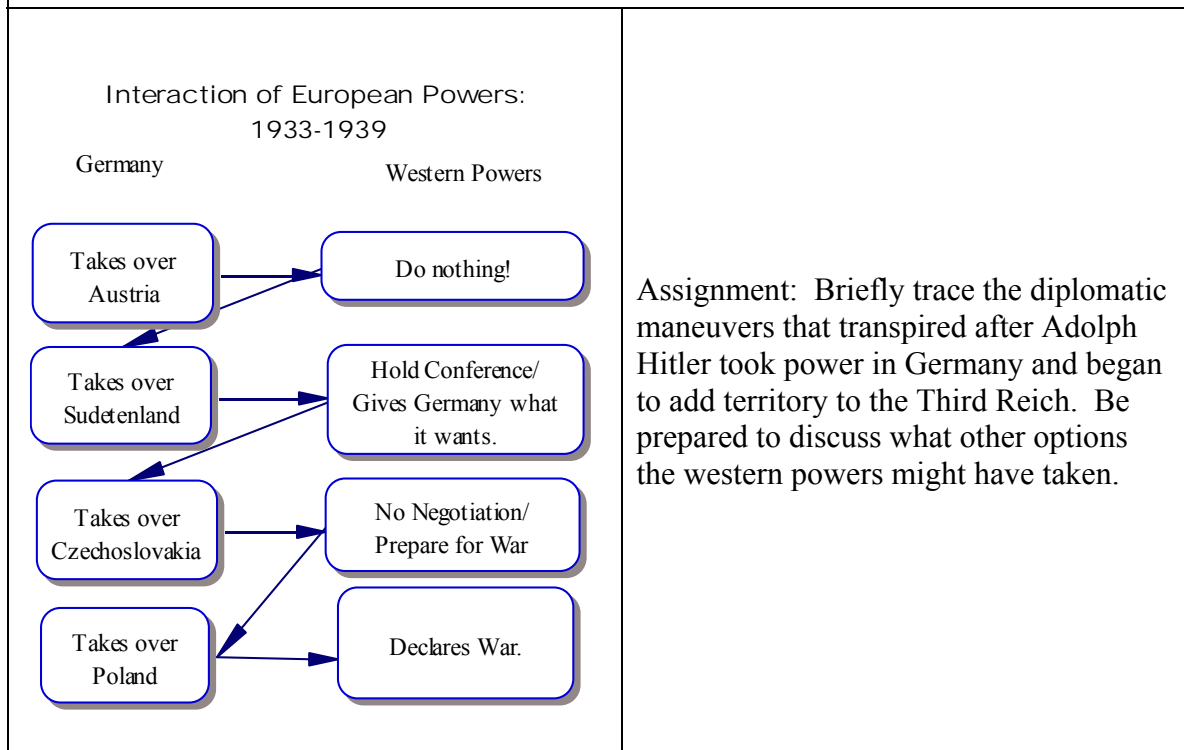
Media Plan: This organizer depicts a narrative. It allows students to recall major events of a story. Can also be used for planning a presentation.



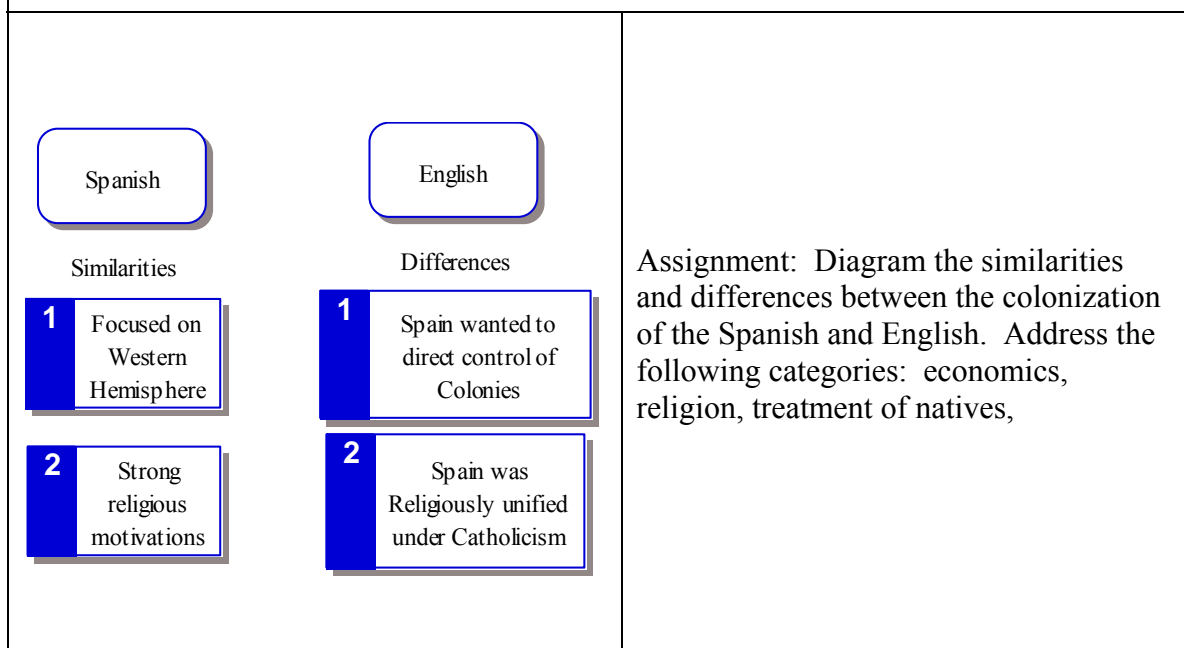
Assignment: If you were to create an eight scene documentary about the Colonial Rebellion (American Revolution) from the British Point of View, what scenes to you think they would include? Use a media plan to show the scene and give the reason why you would include it.

¹¹ Instruction Strategies. Pp. 112-120.

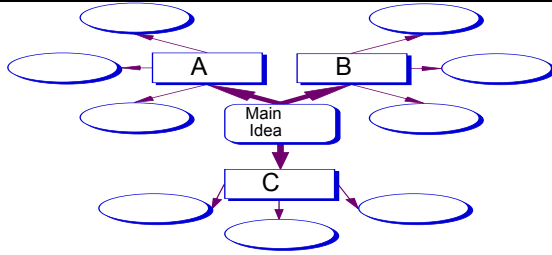
Interaction Outline: Shows the nature between individuals or groups and what action took place between these participants and, finally, what the outcomes of these interactions were.



T- Graph: Used to show similarities and differences between people, places, events, ideas, cultures, etc.



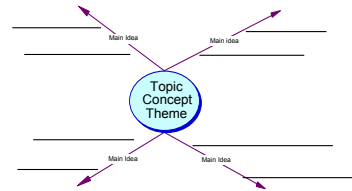
Cluster Web: Generates ideas, images and feelings around stimulus word. One idea builds on another, enabling students to enlarge and categorize their ideas for writing and to see patterns in their thoughts.



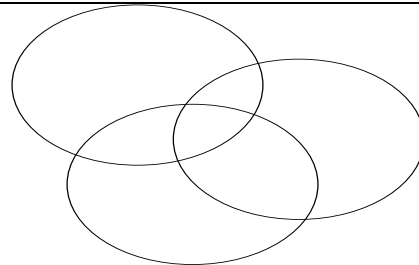
Assignment: Brainstorm the concept of Revolutions (Main Idea)
 For “A” write “Religious Motivation”
 For “B” write “Economic Motivation”
 For “C” write “Political Motivations”.
 Of the Revolutions we have studies, what revolution support the motivation and give specific facts why you put it there.

Other Possible Graphs

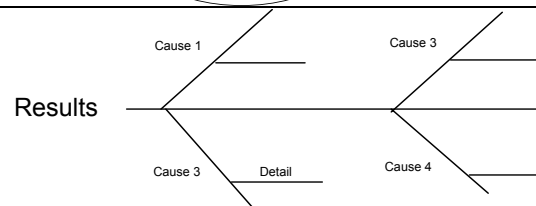
Spider Map: Used to describe a central idea, process, thing, concept, or proposition.



Venn diagram: Can be created in many different forms. This strategy helps to identify similarities and differences in events and concepts.



Fishbone Map (Cause and Effect): it is helpful in analyzing changes, conflicts, and cause-and-effects of events.



Trap Play: Inquiry Learning

☐ Content Knowledge

X Critical Thinking

X Active Learning

☐ Reactivating Prior Knowledge

X Group work/ Team Building

☐ Motivation / Innovation

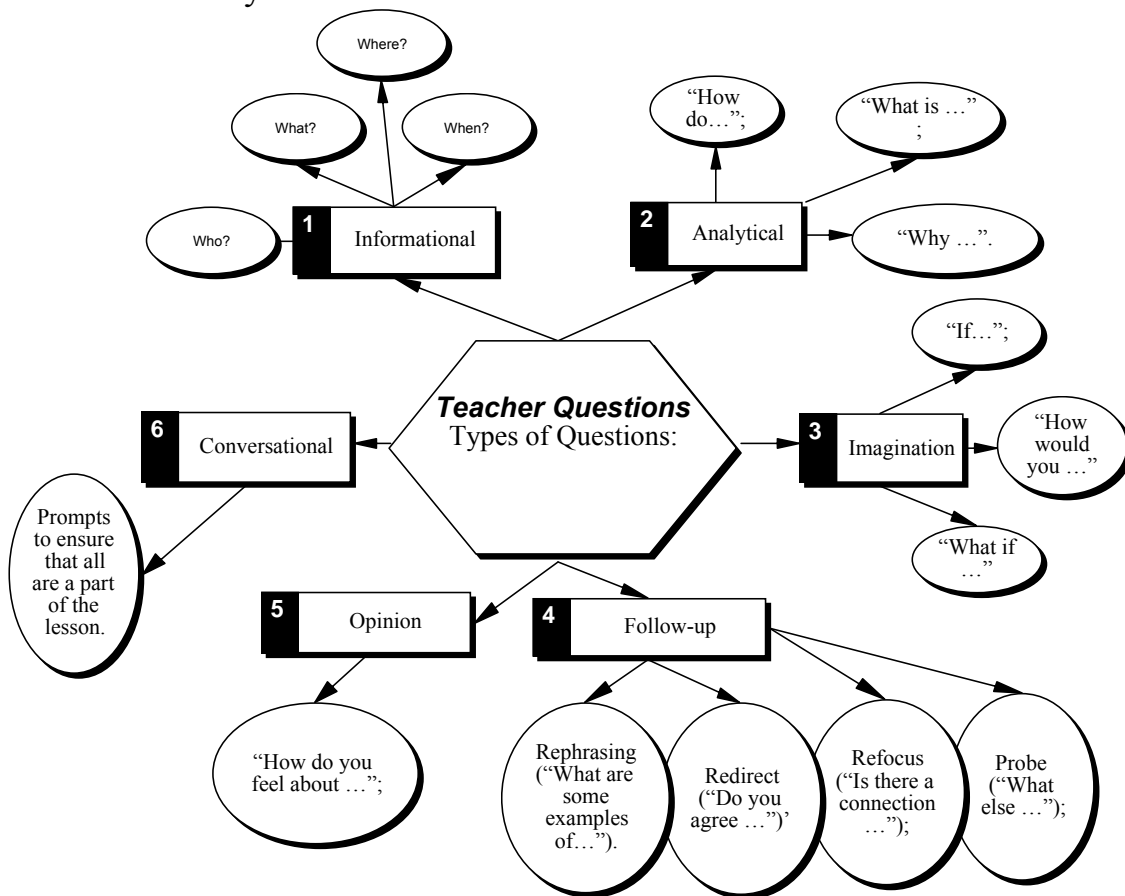
Elements of Inquiry

Intriguing Investigations	Student Discourse	Thoughtful Reflection
Pose problems that generate more questions. “What if ...	Students must be able to work in groups and “uncover” the answers.	Students must be allowed use the knowledge to reflect on their own thoughts and ideas

Teacher Behaviors for Inquiry:

- 1) Create a culture in which everyone is expected to learn:
 - Establish the expectation of performance and high standards for the task;
 - Form groups of varying abilities;
 - Expect the best from your students.
- 2) Provide resources and learning experiences:
 - The librarian should be your best friend;
 - Don’t expect the textbook to drive your class;
 - Be creative in finding ways to make the topics interesting, timely, and practical to the students;
 - Use open ended questions
- 3) Focus on individual students’ learning
 - Learning is personal – let it be!
 - Frame questions that allow students to incorporate previously acquired knowledge and skills and use experiences from outside the classroom
- 4) Respond appropriately to student work
 - Expect students to do their own thinking and explain the answers they come up with.

- Redirect questions to the class to promote student-to-student interaction and lessen their reliance on you as a source of information.
 - Never fake an answer!
- 5) Use questions to deepen student's thinking
- Use questions to help students understand the “big ideas” (concepts) of the lesson, not the facts.
 - Work with other teachers to develop good questions
 - Use active listening!
- 6) Use appropriate assessments
- Inquiry-based instruction requires inquiry-based assessments. To give a factual, multiple choice test at the end of an inquiry-based lesson will not allow the students to demonstrate their skills
 - Do not avoid test! Focus assessments on the concepts rather than the facts.
 - Authentic assessments can be administered at the time of the activity.



Understanding by Design: Using Essential Questions¹²

UbD offers the following suggestions in using Questions and Inquiry in the classroom as a means for organizing your curriculum to enhance instruction.

1. Organize programs, courses, units of study and lessons around the question. Make the content the answers to the questions.	2. Select or design assessments task, up front, that are explicitly linked to the questions.
3. Derive and design specific concrete exploration activities and inquires for each question.	4. Use a reasonable number of questions per unit (between 2 and 5) <u>Make less be more.</u>
5. Sequence the questions so they lead naturally from one to another.	6. Edit the questions to make them as engaging and provocative as possible for the particular age group.
7. Through a survey or informal check, ensure that every student understands the questions and sees the value.	8. Prioritize content for students to make the work clearly focus on a few key questions.
9. Help student personalize the questions. Encourage them to share examples, personal stories and hunches and to bring clipping and artifacts to class to help the questions come alive.	10. Allot sufficient time for “unpacking” the questions -- examining sub questions and probing implications.
11. Post the overarching question in the classroom, and encourage student to organize notebooks around them to emphasize their importance for study and note taking.	12. Share your questions with other faculty to make planning and teaching for cross-subject matter coherence for more likely.

¹² Wiggins & McTighe. P 29.

“Use Your Head”

Critical Thinking

Q-Matrix Materials¹³

The Q-Matrix is a “new system for generating question which uses the most widely accepted hierarchy of cognitive processing: Bloom’s Taxonomy.”

	Event	Situation	Alternatives	People	Reasons	Means
Present	1 What Is?	2 Where/ When Is?	3 Which Is?	4 Who Is?	5 Why Is?	6 How Is?
Past	7 What Did?	8 Where/ When Did?	9 Which Did?	10 Who Did?	11 Why Did?	12 How Did?
Possibilities	13 What Can?	14 Where/ When Can?	15 Which Can?	16 Who Can?	17 Why Can?	18 How Can?
Probabilities	19 What Would?	20 Where/ When Would?	21 Which Would?	22 Who Would?	23 Why Would?	24 How Would?
Predictions	25 What Will?	26 Where/ When Will?	27 Which Will?	28 Who Will?	29 Why Will?	30 How Will?
Imagination	31 What Might?	32 Where/ When Might?	33 Which Might?	34 Who Might?	35 Why Might?	36 How Might?

Q-matrix can be used in the following forms:

Matrix (above) Dice Spinner Cards Strips Chips

¹³ Wiederhold, Dr. Chuck. Cooperative Learning and Higher Level Thinking: The Q-Matrix. California. Kagan Corporation Learning. 1995.

Q-Matrix Dice

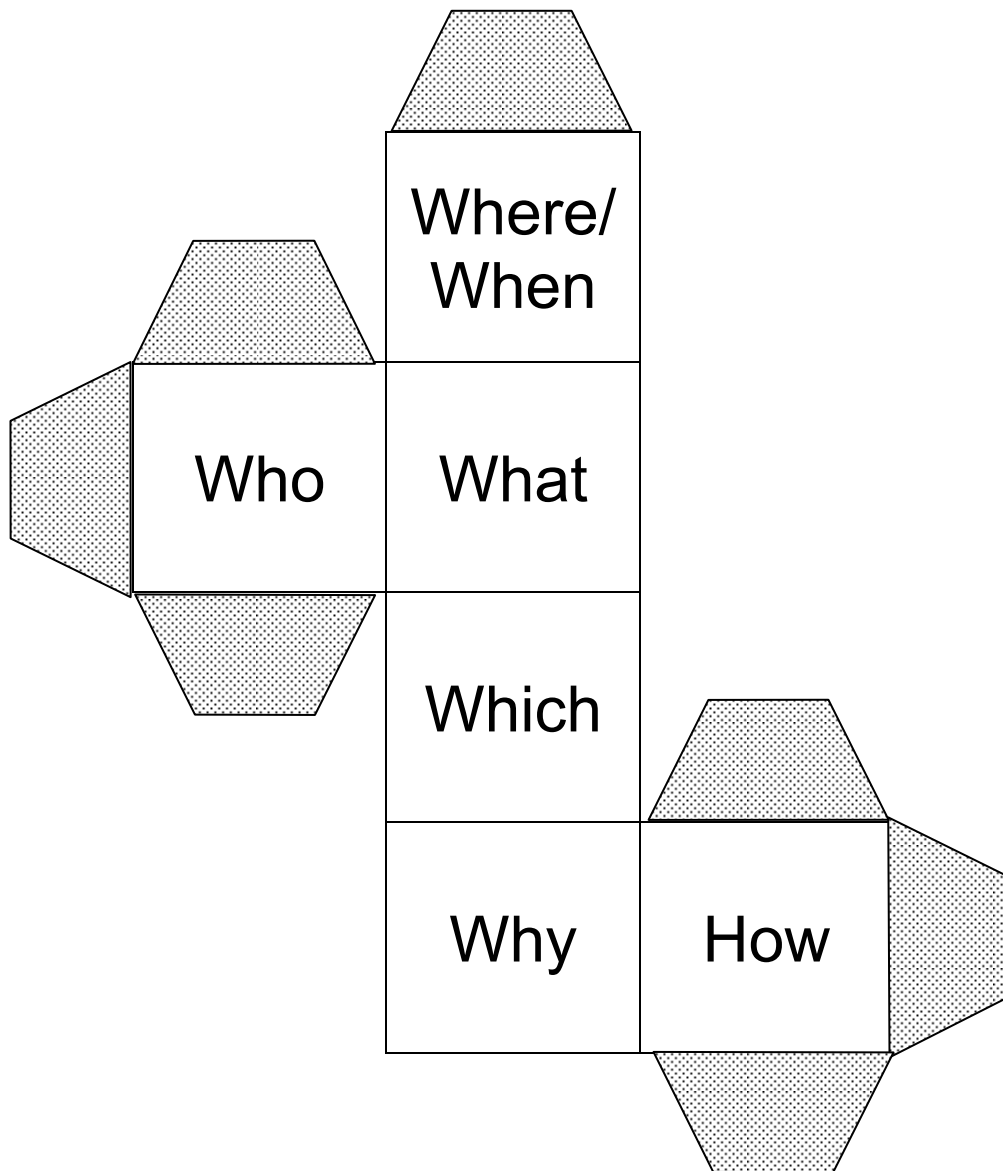
Directions to Build a Q Matrix Dice

- 1) Copy Q- Dice template on card stock or a thicker type of paper
 - a. Template #1 on one color paper.
 - b. Template #2 on a different color paper.
- 2) Cut out the pattern;
- 3) **Fold** the along all the lines until you see the shape of the cube emerge.
 - a. Designate “**Who**” and “**Can?**” to be the top/ last to be put into place.
- 4) Glue or Tape the tabs to the inside of the cube, according to the folds.
- 5) Before you close the top (the “Who” or Can?,”) **stuff the cube** with one tissue.
- 6) Close the top and tape it down.

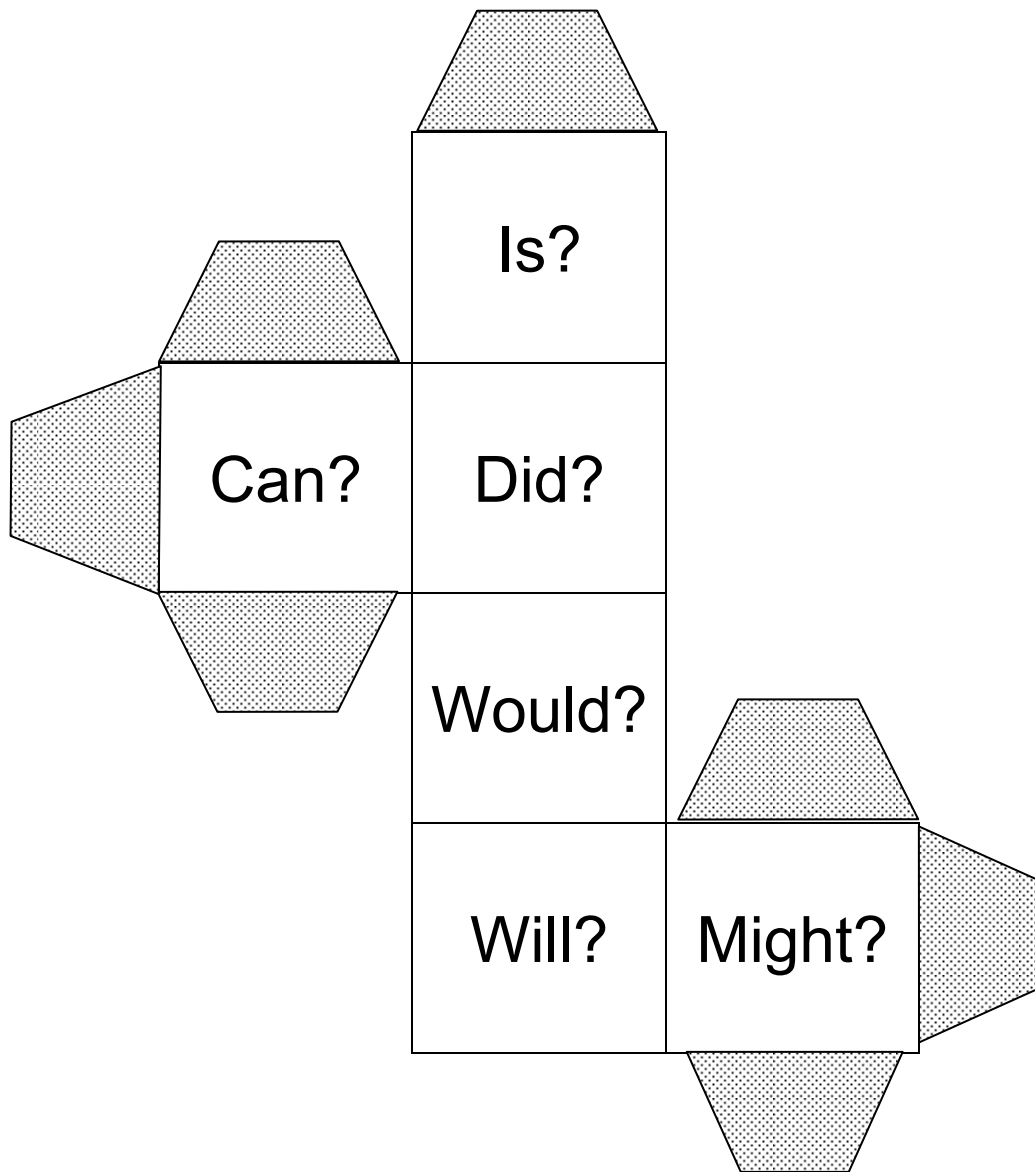
Using the Q-Matrix Dice for Student-Created Questions Activity

- Present material to the students (section from the Textbook; a reading; or data, or visual)
- Form the students in the cooperative learning teams
 - Activity 1: Have students roll dice from Template #1 (Who, What, Where, etc.) and then create a question concerning the lesson beginning with the word that appears. The others in the group are to answer the question.
 - [Gettysburg Address: “Where is Gettysburg? What was happening?]
 - Activity 2: Now have the students roll both of the dice. Use the two words to form your questions concerning the lesson. The others in the group are to answer the question.
 - [What Did our forefathers do? How Might the speech be viewed in the South? Who Would support the idea “that all men are created equal?”]

Dice Template #1



Dice Template #2



Option Play: Interpreting Visuals & More

- | | |
|--|--|
| <input type="checkbox"/> Content Knowledge
X Critical Thinking
<input type="checkbox"/> Active Learning | <input type="checkbox"/> Reactivating Prior Knowledge
<input type="checkbox"/> Group work/ Team Building
X Motivation/ Innovation |
|--|--|

Using Political Cartoons in the Social Studies Classroom

Why Use Political Cartoons?

What is better than humor to attract attention and what is better than political satire to make people aware of the issues facing our nation? Through political cartoons we can see different points of view, bias, and current events. We can be enlightened to the events around the nation and other's view of the events. The TAKS test will be including many different types of images and graphics for the students to demonstrate their skills.

Resources

Darby Cagle's Political Cartoon Index

<http://cagle.slate.msn.com/>

Political Cartoons and Cartoonist by Jim Zwick

http://www.boondocksnet.com/gallery/pc_intro.html

New York Times Political Cartoons

<http://www.nytimes.com/pages/cartoons/>

MindSparks: Cartoons and Visuals for Creative Learning

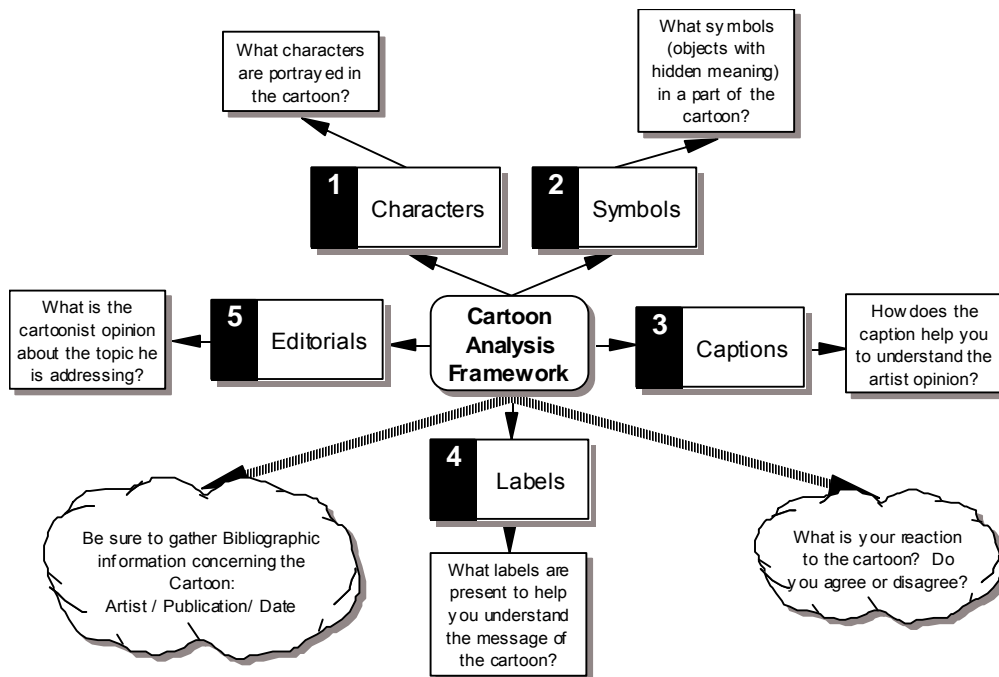
www.highsmith.com

[Order packages of cartoon and visual on various topics, such as "The Great Depression" & Geography in Cartoons]



Did You Know? If you have access to a projector or computer display method, this is an easy and great activity to put on PowerPoint and lead the class in a discussion and great for current events.

Analyzing Political Cartoons



Robert Ariail, *The State* (South Carolina) June 5, 2005 taken from Daryl Cagle's Political Cartoon Index. <http://cagle.slate.msn.com/>

Cartoon Practice

1. Who or what do the characters represent?

Name

What they stand for:

a. _____

b. _____

2. What are the most important symbols in the cartoon?

a. _____

b. _____

c. _____

d. _____

3. What labels help you to understand the cartoon?

a. _____

b. _____

c. _____

d. _____

4. What event or idea does the cartoon tell about?

5. What does the cartoonist think about his subject?

6. Do you agree or disagree with the cartoonist? Why?

Political Cartoons

Do it Yourself Cartoons Strategy:

What does President Bush say about



Taxes

Education



Did You Know? In Microsoft Word the “Callouts” are on the “Drawing” tool bar. Combine that with the ability to take quickly take images off the Internet and you can create unique activities and assessments.

Fill in the Punch-line Cartoon Strategy



Have students' fill-in what they think would be a possible caption for the cartoon and then compare it to the complete cartoon.

Visual Resources

National Archives and Records Administration

http://www.archives.gov/digital_classroom/index.html

“Digital Classroom”

Jackdaws Photo Collections

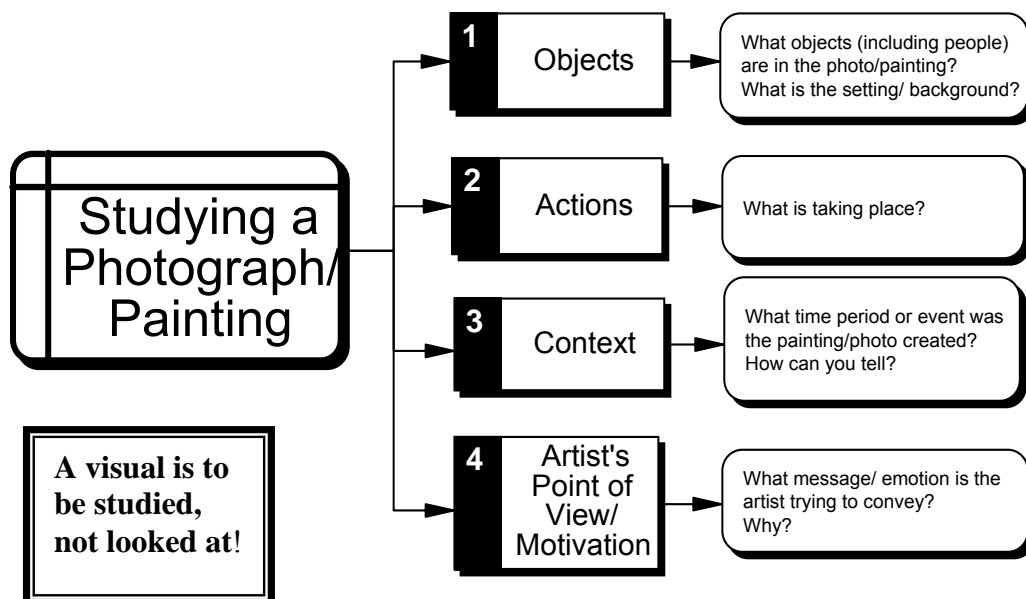
<http://www.jackdaws.com/>

Google Image Search

<http://google.com>

Instructions For Google Image Search

1. Go to Google home page and click on the “Images” tab;
2. Type in your search subject such as “American West” +”Indians”
3. Click on desired “thumbnail” picture
4. Click on “See image alone”
5. Save to computer/disc [Right click on picture]
6. Document information concerning the picture (Title/ Painter (Creator) / Date of object/ Website/ Date the image{s} was taken off website)
7. Print picture on color printer and quality paper
8. Laminate the visual or place it in a sheet protector.



*Portrait of Pierre Sériziat*¹⁴
Jacques-Louis David
France, 1795



What are the Objects in the Painting?

What Action is taking place?

What is the Context?

What is David's Message?

¹⁴ Web Gallery of Art. <http://www.wga.hu/index1.html>

Using Music in the Classroom

Resources

CD: Apple Pie Music: Music of American History/ History of American Music (Win/Mac) LINTRONICS Software Publishing, Inc. 1994

Popular Songs in American History
<http://www.contemplator.com/america/>

Songs of American Wars

Part I: Analyze the following lyrics of the songs and be prepared to discuss the following:

- Intended purpose and Audience of the song?
- Is this positive or negative towards the war?
- How did the music change through the years?
- What symbols are used in the song?
- What phrases from the songs stands out to you?
-

Era of History	Songs
Revolutionary War (1775-1783)	Yankee Doodle Dandy The World Turned Upside-down American Times
War of 1812 (1812-1815)	Battle Of New Orleans Love Farewell General, Glorious, Great, Granny Born-dear
Civil War (1861-1865)	Battle Hymn of the Republic Dixie Tramp, Tramp, Tramp Just Before the Battle Mother
World War I (1914-1918)	Over There It's a Long, Long Way to Tipperary Keep the homes Fires Burning How 'ya gonna Keep 'em Down on the Farm
World War II (1939-1945)	Dear Mr. President Reuben James The Strange Death of John Doe
Viet Nam (1954 – 1973)	What's Going On Ballad of the Green Beret Billy, Don't be a Hero
The War on Terror (2001 – Present)	Hang a Flag in the Window Courtesy Of The Red White And Blue Have you forgotten?

Blitz & Stunts:

Lecture, Note-Taking, & Worksheets

X Content Knowledge <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Active Learning	<input type="checkbox"/> Reactivating Prior Knowledge <input type="checkbox"/> Group work/ Team Building <input type="checkbox"/> Motivation
--	--

Pre-Lecture Drills

- Assign a short reading (not textbook) or quote that relates to the lecture topic.
- Give a case problem (for WWI: “Using only the knowledge that the US possessed in 1914, should we have gone to war on the side of Entente when the war began?”)
- Opinion Question: pose a question to the students, poll their responses, and post them on the board to refer to later.
- Puzzle exercise: start class with word find or cross word puzzle that contains many of the words you will be using in your lecture

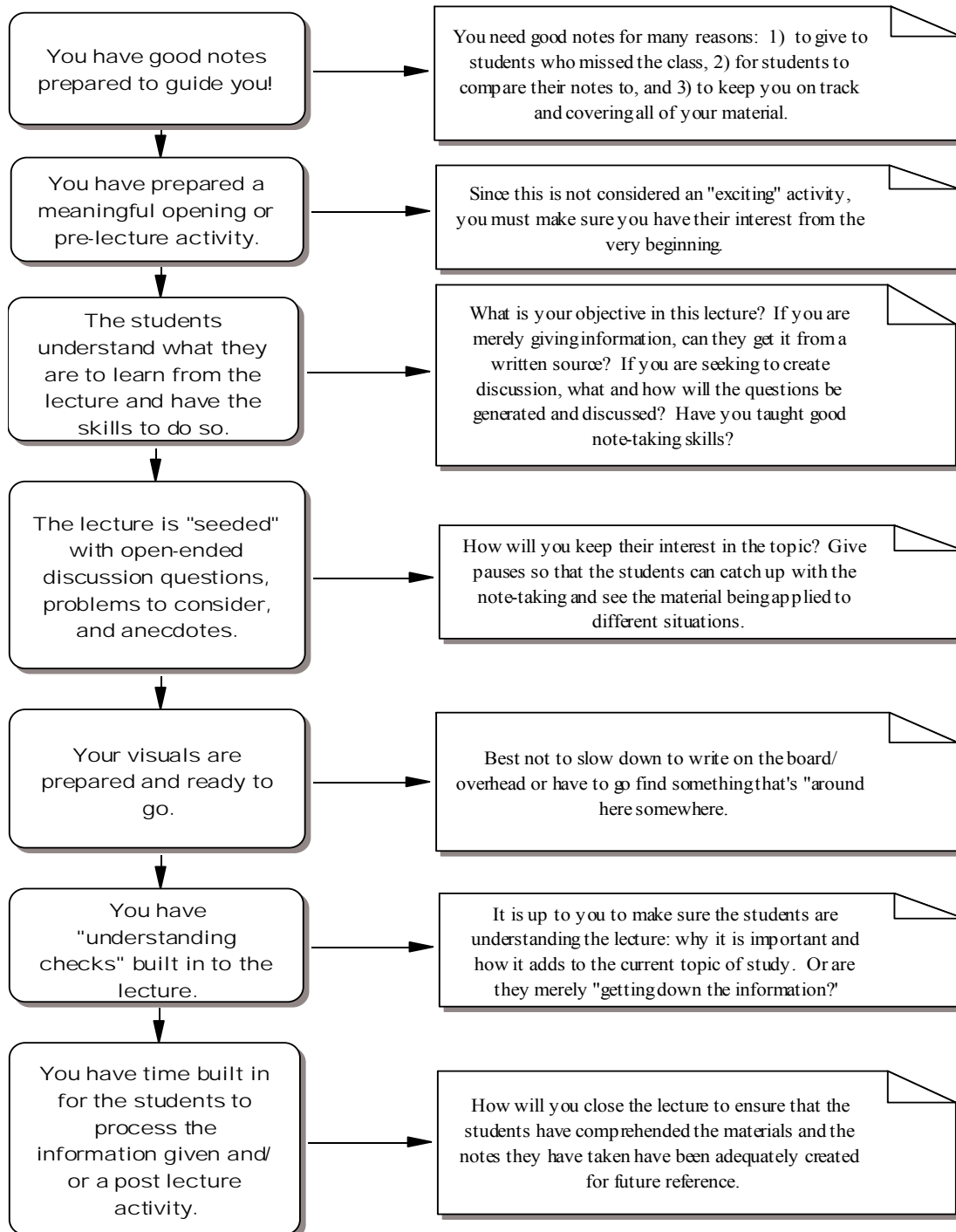


Did You Know? Have you taught your students note-taking skills? It seems a waste of time to engage in a lecture if your students are not prepared to recreate the ideas and content you are sharing with them. Don't assume they know!

Lecture Suggestions

- Know your subject: have a depth of knowledge of the subject that your are about give to your students so that no question goes unanswered and your mastery of content gives you the flexibility to weave together a cohesive program of factual content, interesting anecdotes, and illumination visuals
- State your objective in the beginning of the lecture. And Stay on Task!
- Prepare visuals in advance. Writing on the board/ overhead slows the pace of the lecture.
- Relate to student's prior knowledge.
- Plan a meaningful opening.
- Be animated and move around the room. Lectures need as much energy as you can create.

A "Good Lecture" Checklist



Note-taking Strategies

- 1) **Use loose-leaf notebook and only one side of the paper. WHY?**
So that you can insert handouts with the notes on that topic. By using only one side of the paper allows you see the complete the big picture in one glance.
- 2) **Draw a vertical line 2-3 inches from left of the page. WHY?** The right side of the line is for notes and the left side is for recall of key words, phrases, questions, & main ideas.

Sample:

Main Ideas	Notes

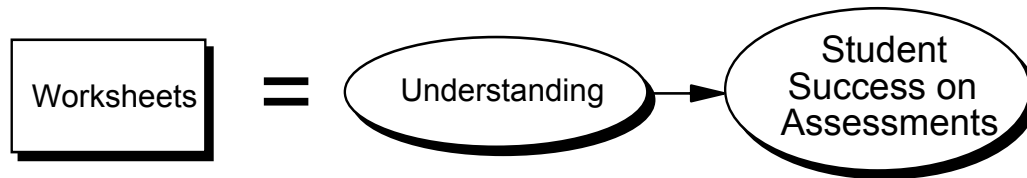
- 3) **Date and label note pages. WHY?** Organizational purpose! It is a good practice to get into.
- 4) **Chose your placement in the room carefully. WHY?** The students must be in a place where they can see and hear and will not be easily distracted.
- 5) **Outline and indent. WHY?** This allows you to see the main ideas and their supporting facts.
- 6) **Abbreviate all you can! WHY?** This shorten the amount of writing you must keep up with. Create your own abbreviations for the topic you are covering, make a legend of the abbreviations so you will not forget them.
- 7) **Write legibly, but don't worry about neatness. WHY?** Notes are for you to gather, organize, and reconsider information, not to be graded for neatness.
- 8) **TLQL Technique.**
 - ***Tune in*** = Listening to a lecture is an activity and requires your attention.
 - ***Look at the speaker*** = Mannerism give clues to important points
 - ***Question*** = If you are confused on the content, ask for further explanation.
 - ***Listen*** = the speaker will give cues in their gestures, tone of voice, and repetition of key phrases.

How to train student to be good note-takers

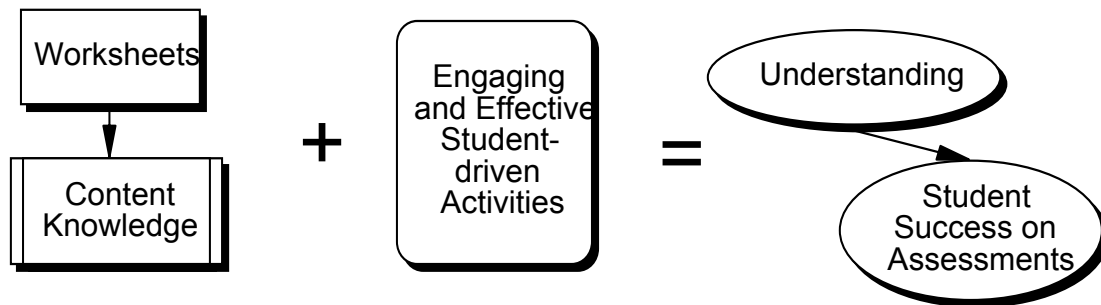
- 1) Teach note taking! See above strategies.
- 2) Be sure the students understand the objectives of this lecture
- 3) Outline your lecture to compare with their notes.
- 4) At first, tell students what to record in their notes. Once they have achieved proficiency then you will have more success in achieving your objectives for the lecture. Begin the year with open-note quizzes, then phase them out.
- 5) Provide time in class for writing the ideas and thinking about what they are writing. Note-taking without time to assimilate the content will mean that they will only be able to regurgitate the information to you, not understand the significance of the lesson.
- 6) After the lecture, incorporate time for the students to rewrite and revisit the notes to ensure completeness of the content.
- 7) Give a pre-lecture assignment that allows the students to have prior knowledge of the topic.
- 8) Give out questions before the lecture so that they are looking and waiting for the answers.
- 9) Have handouts ready for the special education students who need the material prewritten. But they should use a highlighter to show that they are following the lecture.
- 10) Don't over-do it. Nobody wants to be lectured to every day and have to take notes every day. For Jr. High students, 15 to 20 minutes of lecture time will be all they can handle. For high school students, 25 to 35 minutes of lecture time. [If presenting to your peers – 5-8 minutes] However, lectures can be supplemented with other activities, such as brainstorming and DBQ analysis, to change the pace of the day.

Wind Sprints: Worksheets and Homework

Perceived Effectiveness Concerning Worksheets:



Proven Effective Practices Concerning Worksheets:



Questions concerning the use of Worksheets:

- 1) What can you expect the student to accomplish when they are assigned a worksheet?
- 2) How many worksheets do you assign?
- 3) Do you create the worksheets to fit your instructional objectives or do you use those provided by the textbook or other resources?
- 4) How do you assess worksheets and/ or the information obtained by the worksheets?
- 5) Do students work individually on Worksheets or do they work together in groups?
- 6) When using a worksheet, from what source (s) are they to gather information?

Homework

Homework doesn't have to be "book work." A great way to get parents/guardians involved in the student learning is to have the students 'interview' them on different concepts and ideas with broad, open-ended question (Your essential questions from the unit). **Be creative!** It would be better to send home three open-ended, thought provoking questions that require even small amounts of critical thinking and self-awareness those one hundred questions of memorizing facts.

Guidelines for Homework

Condensed from "Helping Your Students with Homework: A Guide for Teachers," published by the US Department of Education.

- Set expectations early in the year;
- Not as a punishment;
- No spur of the moment assignments (each assignment should play an important part of the learning objective);
- Explain the purpose of each assignment'
- Create assignments that challenge the students to think;
- Vary assignments - mixing styles, approaches, & products;
- Be consistent with the amount of time you expect them to spend on homework;
- Listen to the students' experiences;
- Communicate with parents and include their help;
- Offer help before/after school;
- Handle each incomplete assignment individually;
- Grade quickly.

Home Field Advantage:

Local History Strategies¹⁵

<input type="checkbox"/> Content Knowledge	<input type="checkbox"/> Reactivating Prior Knowledge
<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Group work/ Team Building
<input type="checkbox"/> Active Learning	X Motivation

Local Resources to be considered:

School Records	Birth and Death Records	Church Records
Census Records	Photographs	Buildings (Architectural Styles)
Cemeteries	Oral history	Newspapers
Personal Diaries, Letters, & Journal	Local Laws	Local Museums and Libraries
Tax, Military, & Marriage Records	People in the Community	Land Transactions: Recorder of Deeds

Gravestones & Cemeteries

Equipment needed:

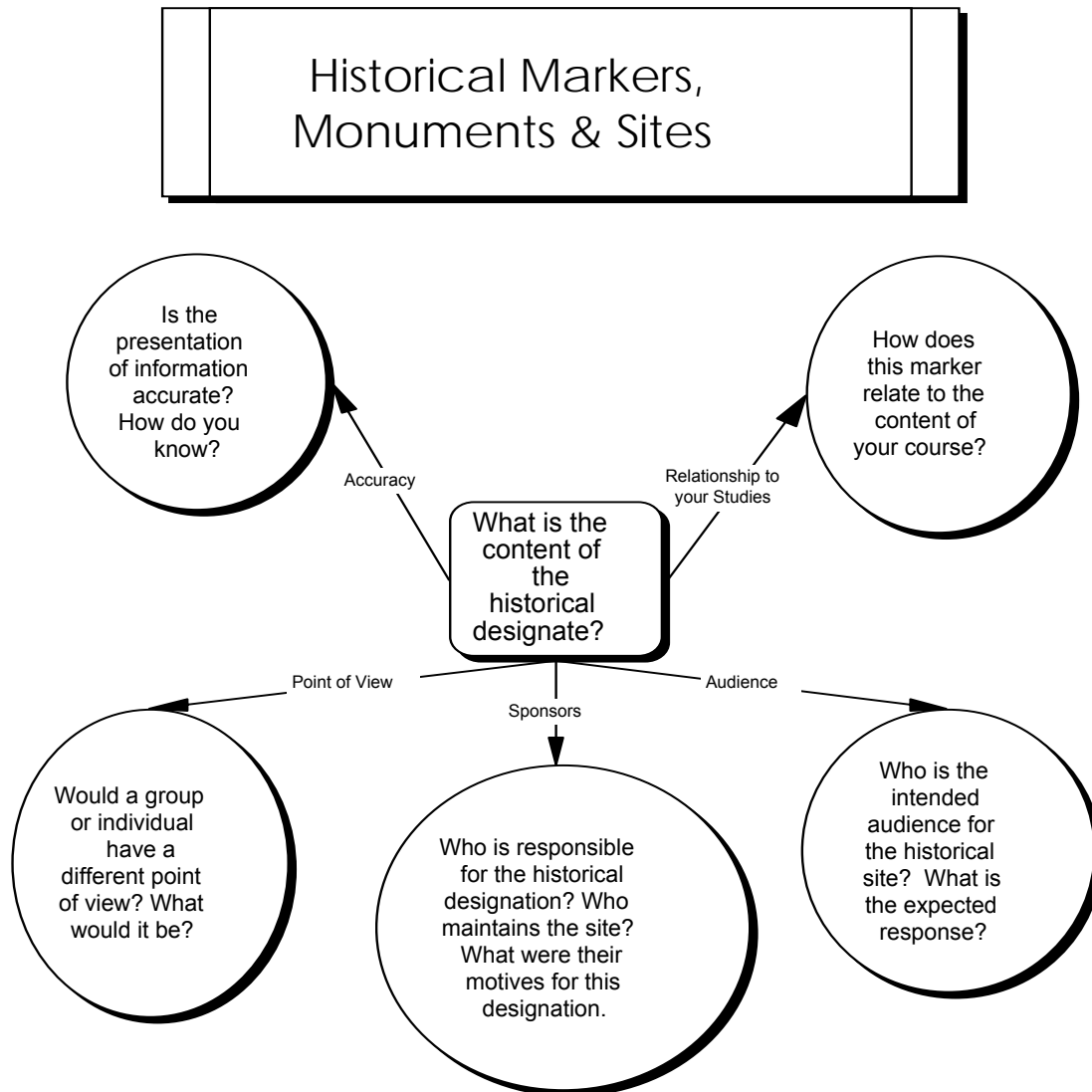
Paper and pencil/pen	rice paper and wax crayon for rubbings,
Digital camera,	tape measure
Poster board for creating map	Global Positioning System (GPS)

Strategy: Meaningful Observations

What is the earliest birth and death date?	What symbols are on the graves? What is the shape of the gravestone?	Of what materials are the graves made? What care / skill went into the carving of the gravestones?
What nationality origins can be detected from the names?	Where is the cemetery located in relationship to the town/ community?	Are there clusters of graves where many people died in a given time frame? (IE: epidemic, disaster)
Are there military graves in the cemetery?	What information is proved on the gravestone?	What races are represented in the cemetery?
Family plots: How are families grouped together?	What is the distance between graves? How is the cemetery arranged?	How did graves sites / stones changes over the years?
How many graves are in the cemetery (and dates) vs. the size of the community?	Using family plot, can you produce a generational history?	Do the gravestones have epitaphs? What information is provided and how has the info changed?
Study the names from different time periods. How have names changed?	How well is the cemetery maintained?	Arrange the gravestones you observe by date. What trends or patterns can be determined?
Assignment: After gathering the information, what inferences can be made using the data gathered? What connections do you see between the cemetery, community, and the time periods? Demographic patterns?		

¹⁵ Taken from Robert L. Stevens' Homespun: Teaching Local History in Grade 6-12, Heinemann, 2001.

Historic Markers and Sites



What historical markers/ sites are in the vicinity of your school? How can they be put to use in your classroom?

To find Historical Markers in your county and use the “Atlas” feature on the Texas Historical Commission Website to look up markers, mills, and homes/ buildings of interest.

The Texas Historical Commission

<http://www.thc.state.tx.us/>

The American House: City through Time

Materials: digital camera
City/ County map

GPS
pen and paper for notes

Study the different houses in your community. Seek to determine the following:

1. How did the community grow? When was the town/ city started? When were different areas populated and by whom? Where are the current areas of projected growth?
2. How do the home compare in the different areas? What style do they represent? What inferences can you make about the occupants of these homes? What materials were used to create the homes and from where did the materials come?
3. Map the home of similar architecture. Were they built at roughly the same time?
4. What do the houses tell of the economics of your community? How do the houses range in prices/ value?

Local Oral History

Materials: digital camera

tape recorder

Where to find participants:

family members
local churches

Retirement/ assisted living communities

1. Introduction of Project and Investigation of Event:
 - a. Be sure the oral history project fits with your curriculum objectives.
 - b. To ask the proper questions of the subject of the interview, the students must have a good background of time period and/or event.
2. Creation of Interview Instrument:
 - a. Uniform set of questions for the subject(s).
 - b. Open-ended questions to allow the subject(s) to relax and tell their own stories;
 - c. Link the questions to the curriculum objectives.
3. Interviewing of Participants
 - a. Be polite and professional and punctual;
 - b. Do not forget the object of the oral history project
 - c. Write your own impression of the interviewee.
4. Transcribing of Tapes
5. Typing of Rough Draft
6. Proofreading and Finalization of Document or Book
7. Final Copies to Printer and Binder
8. Debrief the project

Post Route

Performance Task

☐ Content Knowledge

☒ Critical Thinking

☒ Active Learning

☐ Reactivating Prior Knowledge

☐ Group work/ Team Building

☒ Motivation / Innovation

“A performance task is a complex scenario that provides students an opportunity to demonstrate what they know and are able to do concerning a given concept.”

Understanding by Design, Wiggins and McTighe.

16

Understanding By Design ‘s GRASPS Model.

Goals	Explain the significance of _____ Design a _____ to teach about _____ Defend a position concerning _____ Inform students of the _____ Persuade a friend or family to _____ Create an _____ to assist _____		
Roles	advertiser composer eyewitness child or teenager movie director soldier	newscaster candidate lawyer photographer interviewer researcher/scientist	author/biographer reporter inventor teacher TV/Movie character chairperson/panelist
Audiences	boss experts readers advertisers foreign visitors pen pals in _____	judge/ jury historical figures radio/ TV audience board members travel agent government	community members museum visitors students customers travelers relatives
Situation	Person under stress/ decision maker “ The challenge you face is...”	Particular place/ moment in time “ The context you find yourself in is ...”	(Determined by the role and audience)

¹⁶ McTighe, Jay & Grant Wiggins. The Understanding by Design Handbook. Alexandria, VA. Association for Supervision and Curriculum Development. 1999. pp.148-151.

	Written	Oral	Visual
Products	Advertisement Biography Brochure PowerPoint Presentation Journal Game Essay Editorial Position paper Lab report Magazine article Proposal Story Questionnaire Crossword puzzle Newspaper article Memo Book report Script	Debate Discussion Dramatization Interview Newscast Play Presentation Rap Skit Report Song Speech Teach a lesson	Advertisement Banner Bumper stickers Cartoon Collage Collection Data display Diagram Design Diorama Drawing Map Model Painting Photograph Poster Scrapbook Storyboard Videotape
Standards for Success	Rubrics What skills are required to complete this product?	Checklist	Group evaluation

Example 1 (Short assignment): Design 3 “Carriage Stickers” (Bumper stickers 11” x 4”) supporting the Patriots during the American Revolution: one carriage sticker for New England, one for the middle colonies (Virginia), and one for the southern colonies. Slogans, phrases and colors are expected; to reach the highest score, you must include a picture or graphic and give an explanation as to why the sticker applies to that particular region. (See Rubric for details [not included])

Examples 2 (Multi-class Assignment) : Create and film a newscast of an event from the Civil Right Movement. The 10-minute newscast should include: 1 anchors, 3 Field Reporters (giving different points of view) [optional weather and sports]; events of the day and other events in the nation and world. Extra-credit given to groups/ teams that use archived video footage of the event. Your score will be based on research and accurate portrayal of the event, inventive creation of various opinion of the event, and presentation of the newscast. (See Rubric for details [not included])

G R A S P S Worksheet

G	State the Goal	
R	Role of Student	
A	Identify the Audience	
S	Describe the Situation	
P	Outline the Product	
S	Explain the Standards	

Punts

Project Based Learning¹⁷

- X** Content Knowledge
☐ Critical Thinking
☐ Active Learning

- ☐ Reactivating Prior Knowledge
X Group work/ Team Building
☐ Motivation

Project: _____ <div style="display: flex; justify-content: space-between;"> TEKS: _____ Estimated Time: _____ </div> Assigned to: _____	
---	--

What are some possible *Driving Questions* to engage student interest for the projects?

1. _____ ?

2. _____ ?

3. _____ ?

Resources

Library/informational	Technology	Interdisciplinary	Community

¹⁷ Buck Institute for Education. Project Based Learning Handbook: For Middle and High School Teachers. Novato, CA. 1999.

What content and skills will the students be expected to master during the course of the project?

Possible Products for the Projects:

What types of assessments will occurs throughout the project?

Inquiry phase	Design phase	Construction phase	Presentation

What activities will the students complete to be successful on the project?

I.

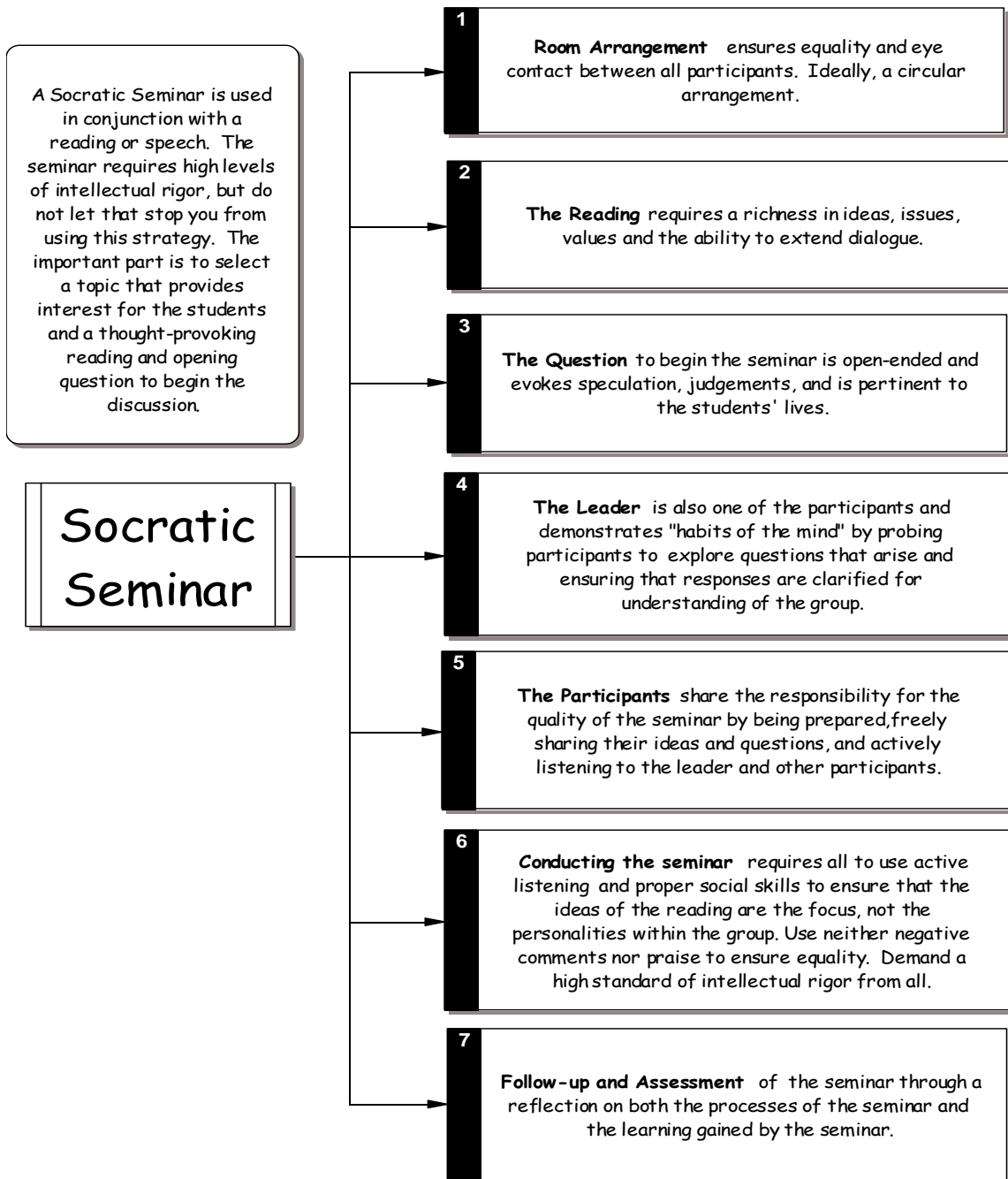
II.

III.

IV.

“Band-Nerd Talk”

Socratic Seminar¹⁸



¹⁸ Instructional Strategies. P. 175

Possible Topics for Socratic Seminars

World History Example:

Jonathan Swift: **A Modest Proposal**

<http://art-bin.com/art/omodest.html>

A Modest Proposal is a satirical solution to the problem of over-population in Ireland and Great Britain. Great for sparking discussion on a variety of topics from the government control of childbirth, to urban overcrowding and even education.

George Orwell: **Animal Farm**

<http://www.online-literature.com/orwell/animalfarm>

US History Examples

James Bryce: “Why Great men are not Chosen President”

Dwight Eisenhower: Speech “The Military Industrial Complex”

<http://coursesa.matrix.msu.edu/~hst306/documents/indust.html>

Fascinating Womanhood or the Art of Attracting Men: A Practical Course of Lessons in the Under Lying Principles by Which Women Attract Men - Leading to Proposal and Culminating in Marriage, 1922

<http://ocp.hul.harvard.edu/ww/>

Supreme Court Decisions

<http://www.supremecourtus.gov/>

<http://www.oyez.org/oyez/frontpage>

Pending Acts of Legislations

<http://thomas.loc.gov/>

<http://www.capitol.state.tx.us/capitol.htm>

Audible

Reading Strategies

X Content Knowledge
X Critical Thinking
☐ Active Learning

X Reactivating Prior Knowledge
☐ Group work/ Team Building
☐ Motivation / Innovation

GIST Strategy: Reading for the Main Idea and Summarizing

1. To practice condensing material
2. To get an idea of what the main ideas are
3. To generalize, infer, restate, and categorize information

Procedure:

- The teacher chooses a selection that can be chunked into three sections of no more than three paragraphs each.
- The teacher explains the GIST is just the main thought without details
- Draw 20 blanks on the board, word-size or as a handout;
- After reading, student summarize the paragraph into 20 words or less
- Everyone reads the first paragraph of a short (no more than three paragraphs) selection.
- Students offer suggestions of what to write that summarizes the first paragraph. The teacher writes a word in each blank.
- They then read the next chunk, or paragraph, and incorporate what was said in it and the first sentence information into twenty words (or less).
- The same is then done for the third paragraph or chunk.

K - W - L Chart

1. Pre-Reading activity to active prior knowledge;

Topic: _____		
Know: What I know I know <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>	Want to Know: What I want to know. <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>	Learned: What I Learned <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>

Anticipation Guide

The purpose of this strategy is for student to think about certain major concepts prior to reading about them. Before reading a passage, students give their predictions about the accuracy or the inaccuracy of a set of statements related tot he passage. After reading, the students check the accurateness of their predictions

An advantage of this strategy is that student are given an opportunity to apply prior knowledge to a new concept thereby creating a bridge from well-established information to unfamiliar ideas.

Procedure;

- The teacher identifies the major concepts presented in a given reading passage.
- The teacher creates a list of statements that incorporate the concepts.
- Place an agree/disagree column before and after each statement.
- Independently, students read the list before reading the passage and predict which statement they agree or disagree with by marking the column before each statement
- Students discuss their predictions with others.
- After reading the passage, students mark which statements they agree or disagree with in the column after the statements.
- Students discuss their ideas with others.

Sample Anticipation guide:

Instructions: In the “Before you Read” column, write A for agree, D for Disagree. Then read the selection. In the “After you Read” column, write A for agrees, D for disagrees.

Before you Read	A. Lincoln’s First Inaugural Address	After you Read
	1. Lincoln announced that as President he would immediately end the practice of slavery.	
	2. Lincoln encouraged everyone to follow the Constitution and obey all of the nation’s laws.	
	3. Lincoln declared that if a state wanted to leave the Union and had a good enough reason to do so, it was free to go.	
	4. Lincoln felt his job was to hold the Union together.	
	5. Lincoln appealed to those who wanted to secede to seriously consider the consequences before breaking up the Union.	

A Great On-line Reading Resource

For even more strategies for Reading Comprehension see **Reading Quest: Making Sense in Social Studies** at www.readingquest.org. “**Reading Quest** is designed to provide you with the philosophical bases for sound comprehension strategy instruction, directions for a range of comprehension and content reading strategies, and printable handouts and masters for transparencies. You will be invited to think about how a social studies skills framework might help you choose the right strategies for your lessons.” (Taken from the website!)

Reading Response Prompts

The following are a series of questions to use as a post-reading strategy. In short, the following are discussion prompts for generic reading sections.

What will you remember about this material?

What ideas did you gain from your reading?

How did this material help you to better understand the world?

What is the most important word, sentence, or section?

What materials have you read that is similar?

What does the material remind you of?

What were you thinking while you were reading?

What did you notice while reading?

What is the author trying to share?

What is the most important message of this material?

How will you think differently after reading this material?

What questions did the material leave unanswered?

Why did you choose to read this material?

Thinking Aloud

Sandy Gifford, Glenco/McGraw-Hill Publishing

“Think Aloud” is a reading strategy verbalizing what readers’ think as they read. It catches their thoughts as they read; on other words, the reading process becomes conscious.

1. Read a passage to the illustrating what you think as you read.

“A perpetual problem in military operations is how to send messages that the enemy cannot understand (*is this still a problem ... even in Afghanistan*). In WWII, both sides intercepted and decoded each other’s communications, but in the pacific, the Navajos (*why weren’t other Indians used?*) relayed messages using the only code that an enemy has never cracked (*still true?*). A little known and little used language that had never been written down (*I thought all languages were written*), Navajo was difficult to learn because of its intricate grammatical rules (*there are all those grammar rules again*) and tonal character (*define tonal*).

2. Read another paragraph as a class, allowing for student to write or orally respond to one sentence at a time.

“Originally, twenty-nine Navajo recruits, some as young as 15, developed and mastered a Navajo code for use in the Pacific war front. (?) The program eventually involved hundreds of Navajo who participated in Marine actions in the Pacific from 1942 to 1945 (?). In the capture of Iwo Jima in 1945, six Navajo Code Talkers worked tirelessly during the first two days of the campaign, while the Marines landed and took up their shore positions (?). The Code Talkers relayed more than eight hundred message without a single error (?). A Marine officer later declared, “Were not for the Navajo, the Marines never would have taken Iwo Jima.” (?)

3. Students then work in pairs on a couple of paragraph, writing down their *Think Aloud* comments.
4. The corresponding student assignment is to write down ten *Think Aloud* statements as they finish the assignment. These comments then become the basis of the next day’s lesson in which the comments are analyzed, categorized, etc.

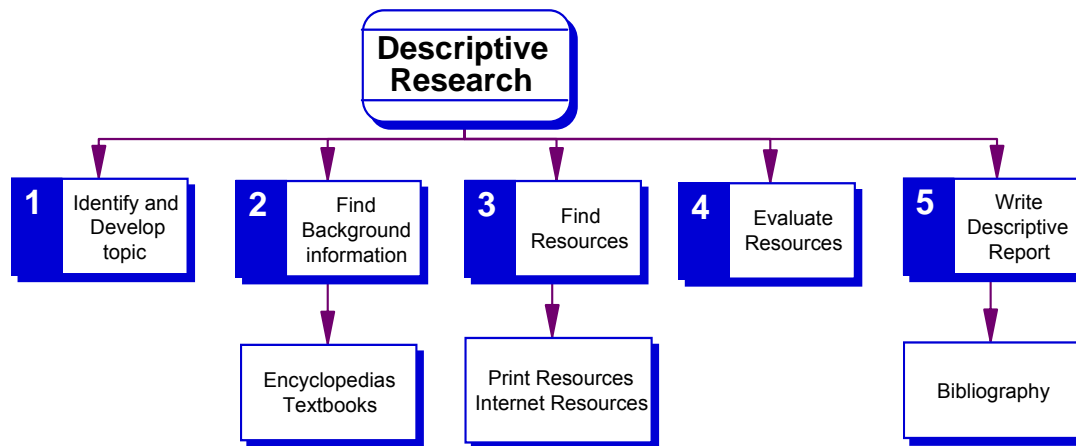


Equipment check? If you are looking for books (non-fiction and fiction) for use in your class, check out the Social Studies Center Web page [<http://.tea.state.tx.us/ssc>]. Under “Downloads” you will find the Annotative Bibliography; readings that link Literature and Social Studies for each grade level.

Deep Pass Research

X Content Knowledge
X Critical Thinking
X Active Learning

- ☐ Reactivating Prior Knowledge
- ☐ Group work/ Team Building
- ☐ Motivation / Innovation



Characteristics of a Good Topic¹⁹:

- Topic is interesting to the students. Boring subjects will lead to boring papers and no one wants to read boring papers. Allow students to pick their subjects, but only with your approval.
- Topic is appropriate for the course. Just because they watch NASCAR on Sundays does not mean “Earnhardt: His Place in History” is a good topic for your class. Check the TEKS to ensure that each topic is a part of the curriculum for the class. Do not be afraid to assign local topics that you feel are appropriate and meaningful to the student(s).
- Topic is researchable. There must be adequate information available to be gathered and compiled for a research paper.
- Topic is narrow: “World War II: An overview” would be fine if you are assigning them to write an encyclopedia set. Since you have a limited school year, only one day, person, event, or aspect of the war would be more fitting.

Research Tips

Library: DO NOT ASSUME STUDENTS KNOW HOW TO USE THE LIBRARY! Set aside time for the Librarian to teach you students on what resources are available for historical research and how to use that particular library. And do not forget community’s libraries and their uses.

¹⁹ Instructional Strategies. P. 157.

The Writing Process²⁰

Why write in social studies? There is no better way to determine the depth of what a student knows and how well they understand the subject than by having them express themselves in writing.

Writing Stages	Activities / Procedures
Pre-writing <ul style="list-style-type: none"> Planning: selecting topics, generating ideas, organizing ideas, and related concepts to write about. Determining purpose, audience and writing form. 	<ul style="list-style-type: none"> Think Brainstorm Create webs or map of ideas Read related information List ideas Make notes Outline important points to include
Drafting: <ul style="list-style-type: none"> Putting prewriting ideas into writing; Reading and rereading to see if it makes sense; Conferencing with teacher and peers to discuss and review writing. 	<ul style="list-style-type: none"> Have writing materials ready Get ideas down Concentrate on meaning and content Skip lines and write on one side of paper Circle unfamiliar words Label: Work – in - Progress Follow prewriting organizer Remember: First drafts are not expected to be perfect.
Revising: <ul style="list-style-type: none"> Making content changes discussed during conference(s). 	<ul style="list-style-type: none"> Conference with peer and/ or Teacher Reread, reword, rewrite for clearer meaning Use self- revising checklist
Editing: <ul style="list-style-type: none"> Making punctuation, grammar, spelling and corrections; Conferencing with teacher or peer to proofread and edit. 	<ul style="list-style-type: none"> Reread Check for spelling, capitalization, punctuation, form, verb agreement Proofread Use peer-editing and/or self-editing checklist
Sharing or Publishing <ul style="list-style-type: none"> Preparing and sharing writing on a regular basis. 	<ul style="list-style-type: none"> Display for others to read in class and in school Read work to others Write to others (pen pals) Make own books Write for class newsletter, local newspaper

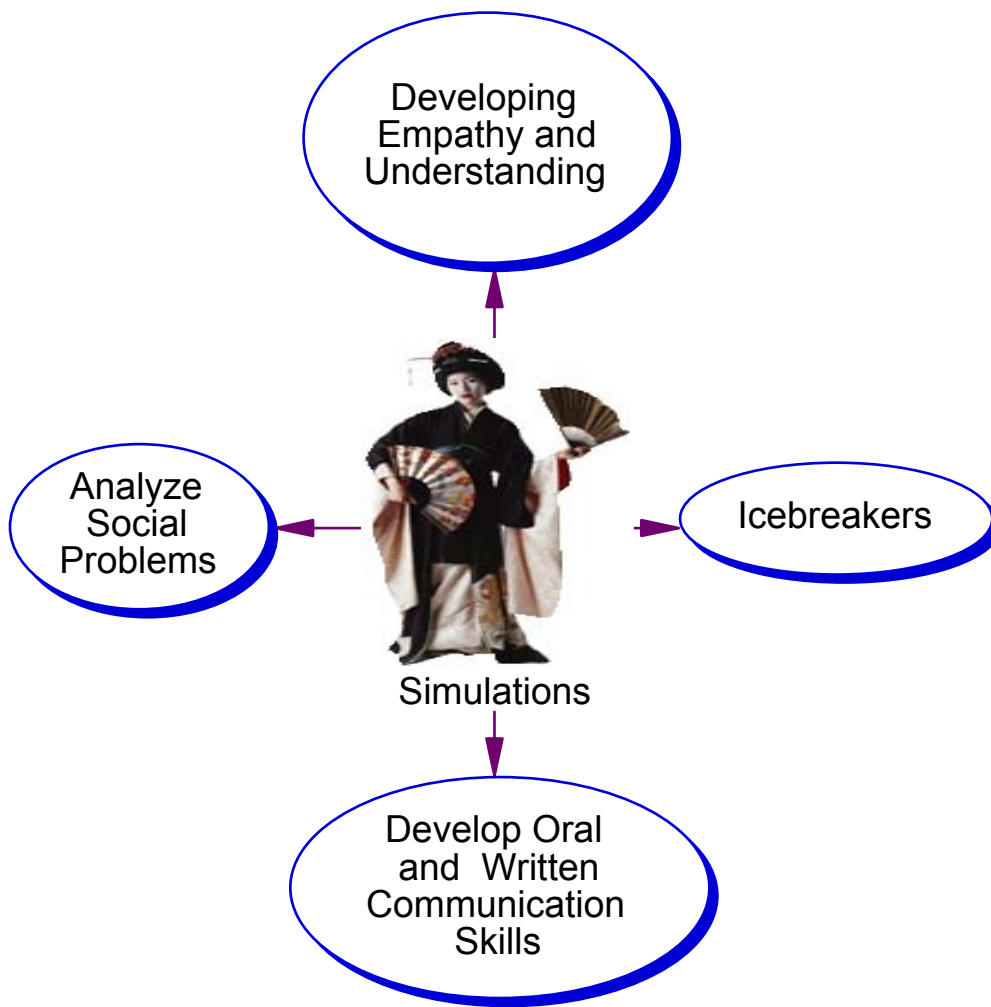
²⁰ Kim Korner for Teacher Talk.. Ideas for Teaching the Writing Process.
<http://www.kimskorner4teachertalk.com/writing/writingprocess/menu.html>

Statute of Liberty Play: Simulations and Video Demonstrations

- | | |
|--|--|
| <input type="checkbox"/> Content Knowledge | X Reactivating Prior Knowledge |
| X Critical Thinking | X Group work/ Team Building |
| <input type="checkbox"/> Active Learning | <input type="checkbox"/> Motivation / Innovation |

Simulations

A simulation puts the students into the role of another, usually historical figure, and allows them to face the decisions of that person.



Resources

Computer Simulations:

Tom Snyder's *Decisions Decisions* software

Tom Snyder's **Cultural Debates** software

<http://www.tomsnyder.com/>

Exploring History

<http://www.exploringhistory.com/tour.htm>

Teacher Created Materials

<http://www.buyteachercreated.com/estore/product/2934>

Interact Simulations

www.interact-simulations.com

“You Make the Call” Simulations

Objective: To put the student in the place of an historical figure at the time of a decision. The students make the decisions based on given information. Then the decisions of the students are compared to that of the historical figure.

- Develop a topic of the simulation and create the handouts. The textbook cannot be used because it will give the answers to the decisions before the students have the opportunity.
- The handouts should give background information and clearly state what decision is to be made. Usually 3-6 decisions with background information for each of them.
- Students read the background material and working independently or as a group, write their decisions on the worksheet.
- Discuss the decisions as a class.
- Give out the decisions made by the historical figure and compare to the students.

Possible “You make the call” Simulations:

Lincoln and the beginning of the Civil War

Truman and the bomb

Peter the Great and Russia

Constitutional Convention

(Cover the bottom half of this page below the line. Answer the question based on the information provided in the reading)

From “Peter the Great:” Section III (of V)

On Peter’s return to Russia from the Grand Embassy, he was determined to have access to Europe by creating trade routes over the seas. What Peter needed was a warm-water port. The question was “where.” The two possibilities were to attack either the Ottoman Empire on the Black Sea or Sweden that controlled the Baltic Sea and Gulf of Finland. To attack the **Ottoman Empire** would have the advantage of passing it off as a religious war (Christian v. Muslim) and trade routes of the Black and Mediterranean seas that connected Italy, Spain, Greece, Africa and the Middle East. The Ottoman Empire was formidable but considered less of a threat to a modern well-trained, well-equipped army that Peter had created. To attack Sweden would be to attack one of the best armies in Europe. The Swedes had recently emerged as a great military force, noted for their discipline and tactics that had enabled them to conquer a sizable part of northern Europe and extend their influence. Access to the Baltic trade routes would be a great advantage Russians, connecting them to the Dutch, England, and France. To Peter’s advantage, Sweden had a new king **Charles XII**, young boy of 13 who had no experience leading an army.

To have access to a warm water port, who would you attack and why?

[Students brainstorm ideas and possible solutions]

Section III: What did Peter do?

- Both. Early in his reign (1696) Peter attacked the Ottomans and captured the port city of Azov on the Black Sea. Later (1717), when he attacked them again trying to further his conquest, he defeated and forced to return Azov.
- His greatest conquest came be defeating Sweden in the **Great Northern War** (1699-1722). This war broke the power of Sweden and allowed Russia to control of Estonia, Latvia, Lithuania and much of Finland.
- Peter build Russia a new capital city, St. Petersburg and it became his “**Window to the West**”



Did You Know?

The downside of this activity is that you must prepare the handouts/readings for the students to be sure that only the background information is given and there is not hint of what really happened. Because of this, textbooks cannot be used because they give too much information and the answers as well.

Videos

A video is an educational tool, not as a filler! **It can be useful** to show visually moments of history and entertaining additions to the subject. Videos can create empathy for the subject and spark interest as you are speaking a language they are most familiar -- visual multimedia. Each school district will have guidelines set up to aid teachers in the legal uses of videos.

Fair Use:

Exceptions to the Copyright Law are found in Section 107 of the law.

Factors to be considered include:

- The purpose and character of the use including whether such use is of a commercial nature, or for nonprofit educational purposes;
- The nature of the copyright work;
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole;
- The effect of the use upon the potential market for or value of the copyrights work.
- The burden of proof falls to the educator.

Public Performance

Public performance comes under fourth right of the holder. That is why videos and/or 16mm films are not to be shown in libraries, gyms, or cafeterias for entertainment, rewards, or other non-classroom use unless one has public performance rights. Home videos (rented or checked out from the library) are not licensed for public performance at school.

The right to use the video in the classroom must meet all of the following conditions or it will constitute a public performance:

- The use must take place in a non-profit education institution;
- The use must occur in a classroom or similar place devoted to instruction;
- The use must be a part of the regular instructional process thus ruling out extra-curricular or recreational uses; (3 min. or 10% of the feature).
- Must NOT be used as a “reward” or “entertainment.”
- The use of the video must be by the teacher and the students, teacher and video must all be face-to-face, thus ruling out transmissions from outside of that building;
- The video must be a lawfully made copy or the person responsible for the performance had no reason to believe it was not a lawfully made copy.

Here are some websites for you to see to make sure you understand fair use of video and multimedia.

- Fair Use of Copyrighted Works <http://www.cetus.org/fairindex.html>
- Copyright and Fair Use in the Classroom <http://www.umuc.edu/library/copy.html>
- Fair Use in the Electronic Age <http://arl.cni.org/scomm/copyright/uses.html>

Simple guidelines for using videos in your classroom:

- Rule 1: Check with your Media Specialist/ Librarian concerning copyright issues. This is not a matter to be taken lightly; schools are now being sued for the misuse of videos in education.
- Rule 2: Is this a part of your curriculum? Is this the best way to present this material? Are you introducing, reinforcing, or enriching the material of the curriculum?
- Rule 3: Are you following the guidelines of a public performance? Of a two- hour movie, what 3-5 minutes will best demonstrate the concept you are trying to teach? [Documentary videos that cover the topic and are aligned to your TEKS may be shown in their entirety, provided they are integrated into your lesson.]
- Rule 4: How is this material to be assessed? If you are not assessing the material, why are you showing the video?
- Rule 5: What selected videos are worthy to be considered and brought into your classroom and your hard work to get approval of this instruction.
- Rule 6: Programs recorded on television BY THE SCHOOL, may be used for only 30 days after the original broadcast of the show.
- Rule 7: Any movie that is rated PG or higher, the parents must be informed and give written permission for their child to view the movie. [If you plan your videos in advance for the course of the year, the parents can sign one approval sheet at the first of the year. On that sheet be sure to list the parts of the movie to be shown and why you are showing it (give TEKS).]
- Rule 8: Have an alternative assignment ready for those who cannot view the movie.



Did You Know? Many teachers send home a summer reading list; I sent home a summer movie list! Students can rent movies and see them at home and receive educational value from them. This cannot be a mandatory assignment but can be considered for extra credit. If you have a web page, a list of movies can be posted for each unit.

Video Lesson: Communism: Monty Python and the Holy Grail

World History: 15. B

Introduction:

Okay, not what you would expect for a video on Communism; however, to truly understand a scene from the movie you must have a command of communistic terminology. *Monty Python and the Holy Grail* (1974) is a (dare I say “classic”) English comedy/ farce of the legend of King Arthur. Another scene that could be used to spice up the class would be “Bring out your dead,” a scene about Black Death.

Previewing Activity

This clip would be a good to use towards the end of a lecture on Communism, or after they have done some work on communism. The idea is for them to hear communistic vocabulary and the point of view of a believer. Could possibly be used to introduce communism and then play the clip again at the end of the concept to check for understanding.

Video clip

In this scene, King Arthur seeks information from a peasant concerning the lord of the land. What we have are two people from completely different governing system (King Arthur as the feudal monarch and Dennis who is an communist) who cannot even comprehend the other’s point of view. (Roughly 12 minutes into the film – 2 1/2 minutes long)

- 1) As we watch the clip, write down how many **Communistic words, slogans, and ideas** can be heard and Dennis speaks to King Arthur. You might need to repeat the clip a few times.

Vocabulary they should hear:

Masses	Exploiting the workers
Imperialist Dogma	Commune
Autonomous Collective	Class
“I’m being repressed”	Violence in the System
Dictatorship	Elections
“Supreme Executive power comes from a mandate from the masses.”	

Have students pick three of the words/ phrases and explain as a short answer.

Into the Bleachers

Service Learning²¹

Five Essential Elements of Quality Service-Learning

- I. *Preparation*: “Social Studies teachers start with their curricular goals and consider what types of service experience will enhance course content and skills (p. 15)”

Set the parameters for the scope of the experience:

- How much time will it require (in and out of class)?
- How much will it cost and where will the funds come from?
- What community agencies are available as partners and what community issues could be addressed?
- What type(s) of activities will benefit your students?
- What logistical concerns must be addressed? (Transportation, scheduling, liability, funds, adult supervision, etc.)
- What orientation will take place to prepare the students for this community service?

- II. *Collaboration*: “... it is likely that students will work together in large or small groups to carry out various aspects of the project. They may also be working directly with others in the community ... [and] individuals with whom they are working are different from themselves culturally or in other significant ways. (p. 15)”

- What skills will the student need to accomplish the service-learning experience? (Interview skills, conflict resolution strategies, decision-making, point of view, etc)
- Be open to the community’s agencies ideas and suggestions so that you are truly meeting a need and mutually beneficial.
- Be aware of the evolution of the partnership with community agencies and work to maintain enthusiasm from the students.

- III. *Service*: “True service is more than an action; it is an attitude, a relationship, and a way of being in the world. ... service experiences can be labeled as direct, indirect, or advocacy. (p. 16)

“Direct Service involves working with other in the school or community or hands-on involvement with animals or the environment”

- o Work with senior citizens, younger children, immigrants, those with disabilities, or poverty.

“Indirect service activities are fund-raisers or collection programs that generate money or resources that can be contributed to an organization working on a community problem.”

- o Fund-raising

²¹ Adapted from Rahima C. Wade, editor. Building Bridges: Connecting Classroom and Community through Service-Learning in Social Studies. NCSS. 1997.

- Adoption programs (preservation/ environmental issues)
- “Perhaps the most useful types of service-learning experiences for social studies educators concerned with developing student’s civic participation skills are advocacy activities”
- boycotts, writing editorials, public service announcements, speaker’s bureau, circulating a petition, campaigning for an issue, phoning public officials.

IV. *Curriculum Integration*

- US History:
 - Interview Senior citizens over a topic studied in the course
 - Write a history of the local community
 - Assist a local historical society in an educational program
 - Trace a selected social issue in the community
- Government
 - Voter registration drive
 - Tutor individuals studying for their US citizen test
 - Develop and distribute a brochure to alert teens to their civil and criminal rights
 - Analyze school board meeting agendas
- World History
 - Research social issues or environmental problem (raise funds to aid)
 - Develop a speaker’s bureau for multicultural presentations
 - Research demographics in your community in terms of representation of world cultures
- Economics
 - Research local market prices on certain items and develop and distribute a brochure to low- income individuals
 - Research the economic components of a social issue and develop an action plan for addressing some part of the problems in the community.
 - Publish a newsletter on comparative cost analysis for commodities popular among students (CD, computer games, cars, etc.)

V. *Reflection/ Evaluation*

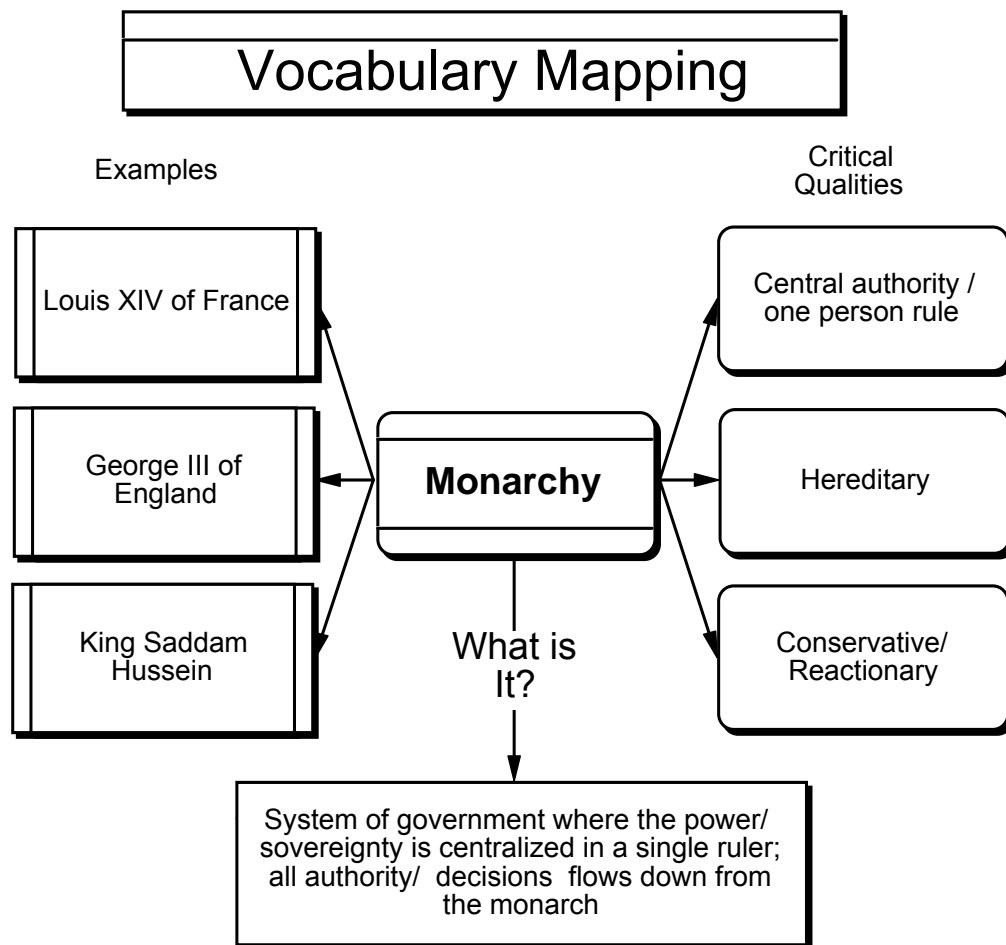
- “Reflection is a means for reliving or recapturing our experience in order to make sense of it, to learn from it, and to develop new understanding and appreciations (p. 20).
- Pre-service attitude assignment: reflect on assumption, stereotypes, fears, desires, and other preconceived notions.
 - Have students keep a log of activities and reflect on each of the experiences or lead group discussions in the classroom to help in the debriefing and understanding of the experience.
 - Have a concluding activity for the students to reflect on the service learning experience and connect what they have learned to the course goals and content.

Xs and Os:

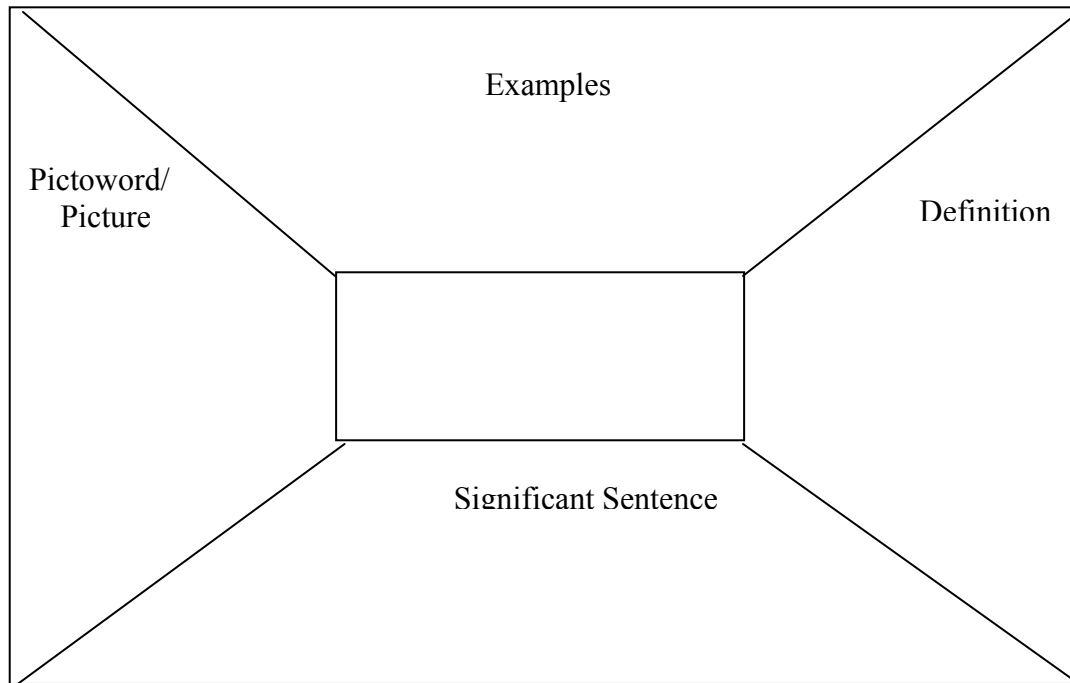
Vocabulary

Vocabulary Mapping

Vocabulary mapping works great with concept / abstract words that do not have an easy or apparent answer to them. The following is an example of how this can work.



Visual Boxing



Circle 'Em Up - From Glenco/ McGraw-Hill: Prepared by Sandy Gifford

1. Distribute word and definition cards to students;
 - a. Place the Word on one card (preferably colored) and the definition of the word on a separate card (different color)
2. Students are NOT TO TALK during this activity;
3. Student move SILENTLY about the room to pair up with the student who has word / definition to their card. [Share and discuss as a pair]
4. When paired, students move into a circle where the teacher takes up the cards and redistributes them. [Repeat activity]
5. Continue this activity for as many times as you deem necessary.

Back-Side Words

Place vocabulary [also works great with people] words on cards and tape them to the backs of students without them seeing the word. They are to ask questions to identify the word on their back.

First Letter Words

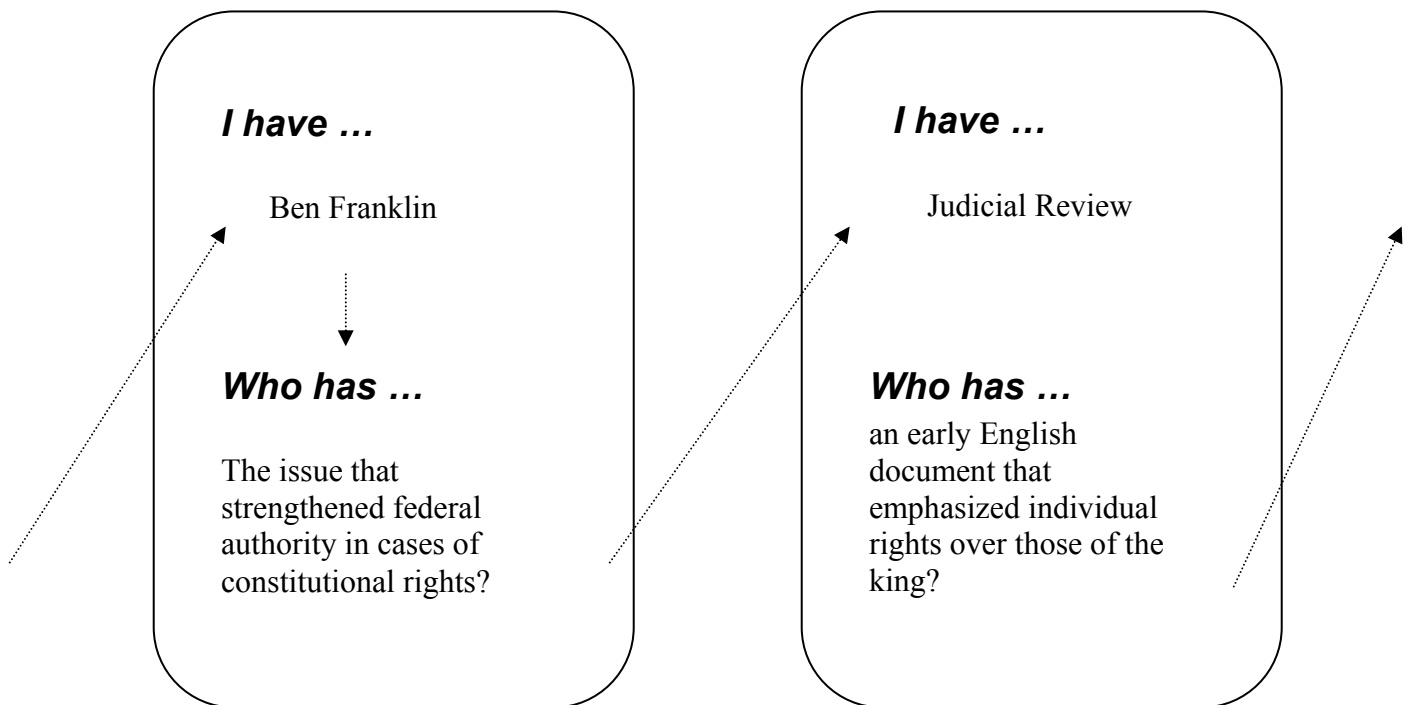
1. Set up a worksheet so that the students have only the first letter of each word to go by. [Could be done as a board/ overhead activity]
2. Letters can be arranged in different categories (Vocabulary, People, Places)
3. Students try to match the word to the letter.

Mesopotamia		
Vocabulary	People	Places
C	S	T
Z	A	E
T	S	M
E	H	FC
P	N	B
P	C	N
C	S	

Mesopotamia		
Vocabulary	People	Places
City-state	Summerians	Tigris
Ziggurat	Akkadians	Euphrates
Theocracy	Sargon	Mesopotamia
Empire	Hammurabi	Fertile Crescent
Patriarchal	Nobles	Babylon
Polytheistic	Commers	Nineveh
Cuneiform	Slaves	

Looping Cards

Generate a list of words, people, dates, or concepts and their definitions from a unit of study (one for each student). Using 5 x 7 index cards or cards generated from a computer, create cards in the following example:



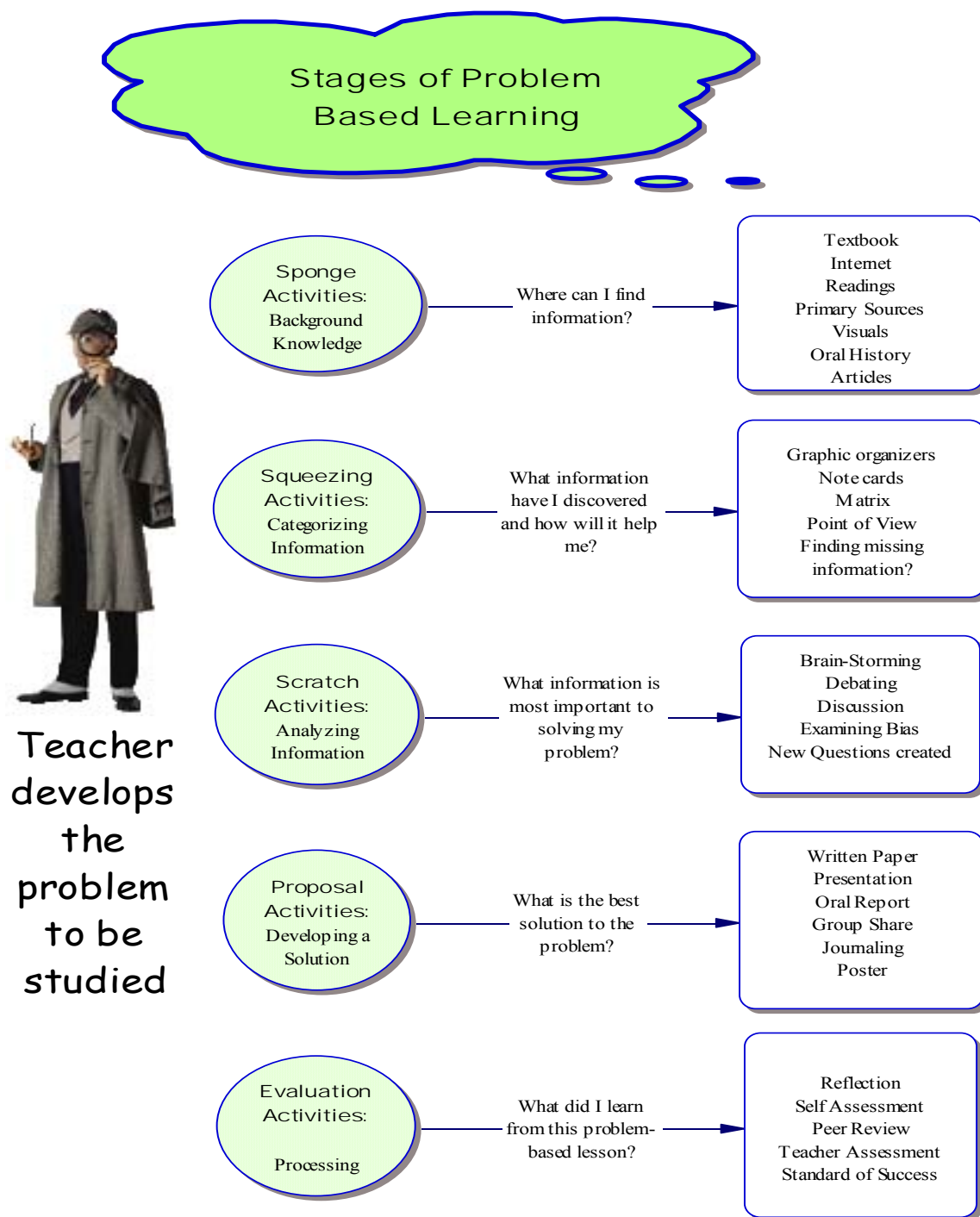
Hand out one card to each student. “I have ...” answers the question and “who has ...” starts the next one. Use a stopwatch to clock how fast the students can complete the loop. This exercise can also be accomplished silently as the students match answers to the questions they form a loop around the classroom.

Possible uses:

- Vocabulary words;
- Dates and people;
- Use at the end of a lecture to see what they learned/ retained;
- Review before a formal assessment

Huddles

Problem Based Learning



Problem Based Learning Suggestions

Problem-based learning requires an artful combination of the following components. A skilled teacher/facilitator recognizes the value of each step and takes the time for proper preparation, assimilation, involvement, and development of the outcomes.

The following characteristics have been identified by W. J. Stepien and S. A. Gallagher:²²

- **Reliance on problems to drive the curriculum** - The problems do not test skills; they assist in the development of the skills themselves.
- **The problems are truly ill-structured** - There is not meant to be one solution, and as new information is gathered in a reiterative process, perception of the problem, and thus the solution, changes.
- **Students solve the problems** - Teachers are the coaches and facilitators.
- **Students are only given guidelines for how to approach problems** - There is no one formula for student approaches to the problem.
- **Authentic, performance based assessment** - is a seamless part and end of the instruction.

The Benefits of PBL

Very simply stated, PBL develops students who can:

- Clearly define a problem from an ill-structured situation.
- Establish and prioritize learning issues, separating fact from opinion.
- Develop alternative hypotheses through group brainstorming and mind mapping.
- Access, evaluate, and utilize data from a variety of sources - electronic resources playing a major role.
- Alter initial hypotheses after research and evaluation of new information.
- Develop clearly stated solutions that fit the problem and its inherent conditions, based on sound research and logical interpretation of this information in a group setting.

PBL can be either the focus curriculum/ instructional strategy or can be used as an anchoring activity, independent study, or performance task/ project.

22 Department of Education. "Tutorial on Problem-Based Learning Background."
<http://www-ed.fnal.gov/trc/tutorial/pbl.html#anchor482983>

Problem-Based Learning Questions/Stations for US History Students

1. (1650) Should I become an indentured servant to get to the new world?
2. (1725) I come from wealthy, slave owning family in South Carolina but I find slavery amoral. Should I free the slaves and encourage others to do so and face the economic consequences or just stay with the [plantation] system and stay quiet?
3. (1730) I have three boys who I would like to apprentice to different artisans or craftsmen. What occupations should I seek for them to apprentice in Boston?
4. (1740) There is territory to the west that has been opened up settlement and they are looking for people to populate this Ohio Territory. Should I leave my job of working on the docks of Boston to become a farmer in Ohio?
5. (1765) Samuel Adams is organizing a group of men called the “Sons of Liberty” and wants me to join. Although independence from Great Britain sounds good, I don’t want to be identified as a “terrorist” and be punished later. Should I join?
6. (1776) The 2nd Continental Congress has asked me to create a list of different types of government and the advantages/disadvantages of each. What governments should I put on the list and say about each?
7. (1790) Alexander Hamilton wants to assume the debts of each of the 13 states. I think if we do this it will have bad consequences for my state of North Carolina. Should I vote for or against the assumption of the debt?
8. (1790) James Madison has put together a proposal to add a “Bill of Rights” to the Constitution. I agree with some and disagree with others and believe some will have long lasting (negative) effects. What will my “counter proposal” look like?
9. (1803) Thanks to the French Revolution, Europe and the world are in chaos! Although many think Neutrality is the only answer, I believe we should form an alliance with _____? _____ for these reasons.
10. (1825) Francis Cabot Lowell is building a new factory in Massachusetts. I am interested in joining the other girls that work there but don’t know if it is right for me. Should I go to work in a Lowell factory or some other factory closer to my home?
11. (1832) Calhoun is really ticking off President Jackson on this “nullification” issue. As the President’s advisor on domestic affairs, what should I tell him to show that Calhoun’s position is the only way to avoid conflict?
12. (1858) I don’t know if I can continue to be a slave. But I don’t know if I can run away to the North and survive. What should I do?
13. (1863) As the war drags on they need more men and I have been drafted. My boss says he will loan me the \$300 to hire a substitute but it will mean working for him until I get it paid off – in 10 years! Should I go to war or hire the sub?
14. (1868) The South is a land of opportunity now that the war is over. Should I go there with my “Yankee” friend to make some quick money?
15. (1880) Italy has no job for me or any for my family. Should I pack up and go to America?

Section VII: Special Teams

Teaching with Technology and Integration

Technology

Drill 1: How am I using technology in my social studies class?

Ways to use Technology: Mark your uses in the classroom.

Teacher Uses	√	Student Uses	√
Creating materials for students		Research: Finding Content info.	
Finding content information		Presentations	
E-mail: Sharing lessons and ideas		Software applications	
Creating Presentations		Note-taking during activities	
Web page creation for Intranet use		Drills: On-line worksheets	
Conducting presentations		Word Processing	
Finding Professional Information		Organizing Information	
Finding lesson plans on the Web		Communication	

Other:

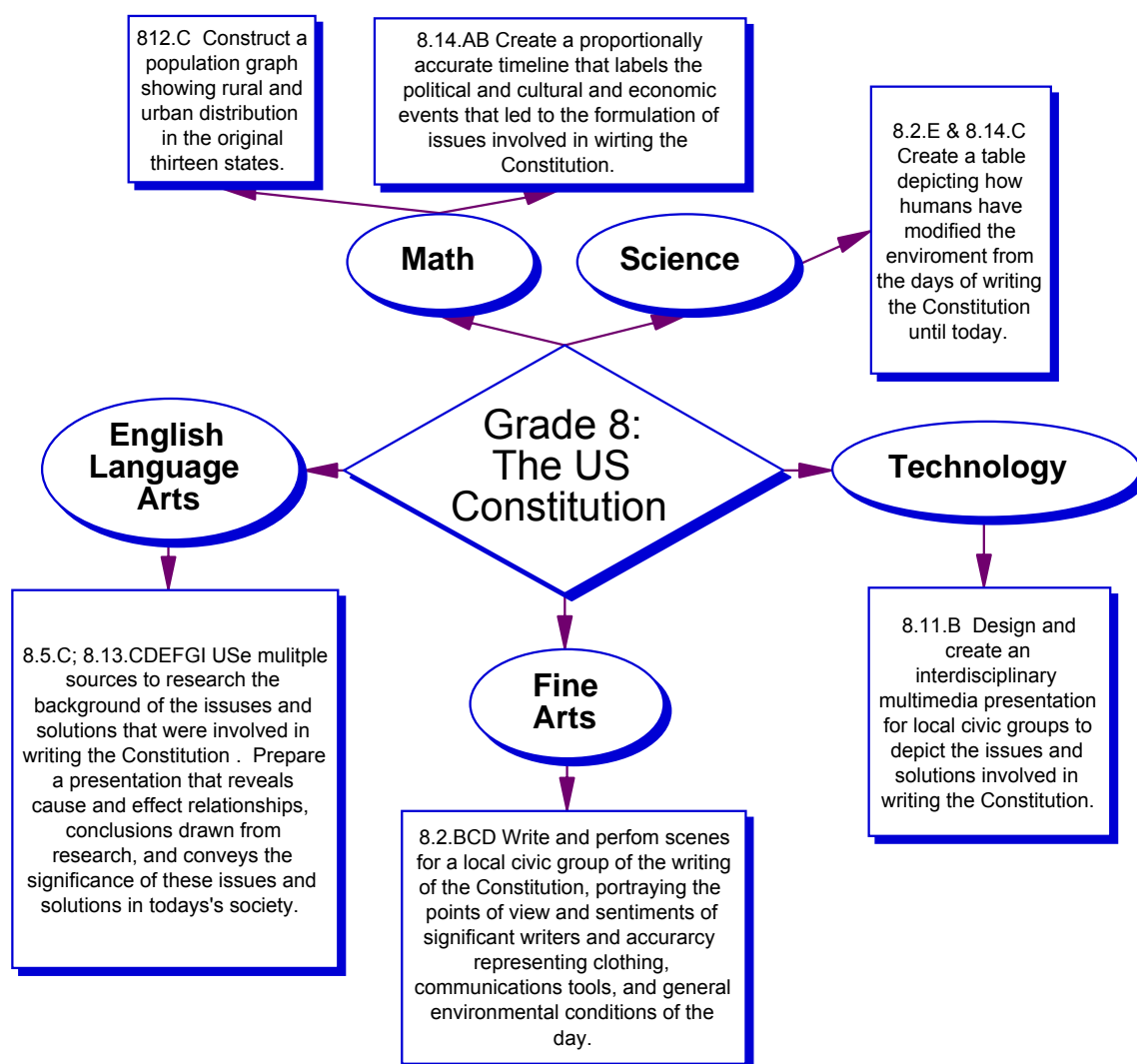
Drill 2: Answer the following questions

- 2) What technology do I have available to use, as a teacher, for your classroom?
- 3) What technology do I have for your students to use in the classroom?
- 4) What technology is available on my campus for me to use?
- 5) What training do I need to make better use of technology?
- 6) What equipment do I need and *would be put to use* in my classroom?
- 7) What programs am I comfortable teaching students for to use in my class?
- 8) What technology skill do you expect the students to have when they enter your class?

Integration

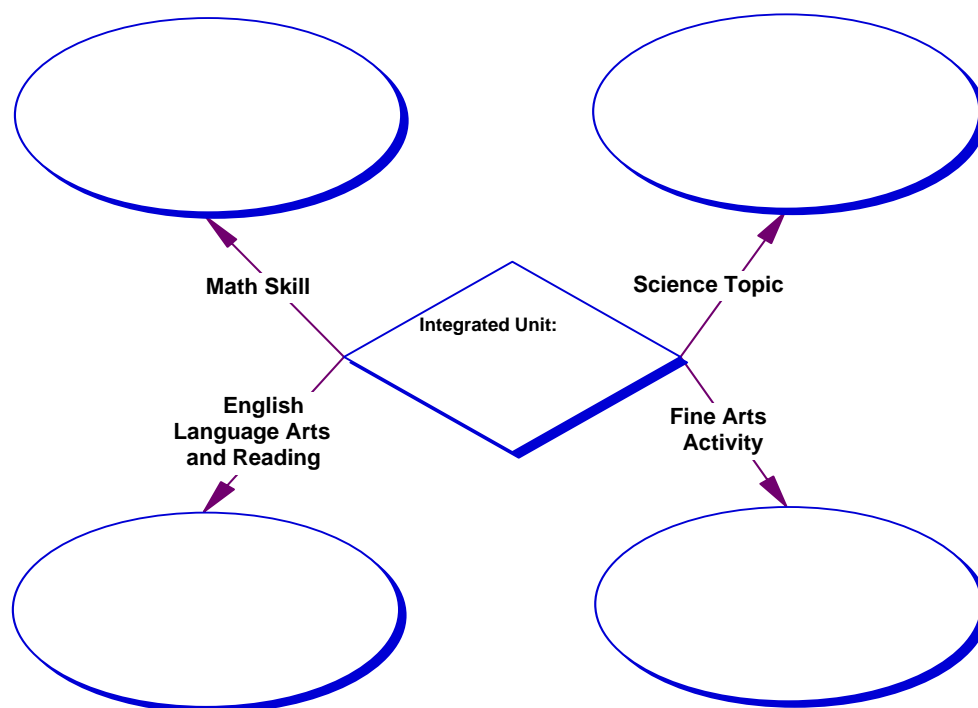
Drill 3: Getting help from Baseball, Basketball, and Track. ²³

Below is a sample of how a unit can be integrated with the other core disciplines [taken from the Texas Social Studies Framework]. Social Studies' most natural partner is English Language Arts and Reading; however, with a little planning and coordination, math and science can link topics and skills to your units.



²³ Texas Social Studies Framework (K-12) Research and Resources for Designing a Social Studies Curriculum. Austin TX, Texas Education Agency. 1999. p. 23

Drill 4: Integration Worksheet



What other possible connections can you see possible in your course?

Sample:

Russian Rev. with Science (Genetics following Hemophilia in the Romanovs)
 Social Studies Topic other Discipline / Topic

_____ with _____
 Social Studies Topic other Discipline /Topic

_____ with _____
 Social Studies Topic other Discipline / Topic

_____ with _____
 Social Studies Topic other Discipline / Topic

TAKS Writing: Rubric for a Score of 4 (ELA's highest rating) ²⁴

EACH COMPOSITION AT THIS SCORE IS A HIGHLY EFFECTIVE PRESENTATION OF THE WRITER'S IDEAS.

Focus and Coherence

- Individual paragraphs and the composition as a whole are focused. The sustained focus enables the reader to understand and appreciate how the ideas included in the composition are related.
- The composition as a whole has a sense of completeness. The introduction and conclusion are meaningful because that add depth to the composition.
- Most, if not all, of the writing contributes to the development or quality of the composition as a whole.

Organization

- The writer's progression of thought from sentence to sentence and paragraph to paragraph is smooth and controlled. The writer's use of meaningful transitions and the logical movement from idea to idea strengthen this progression.
- The organization strategy or strategies the writer chooses enhance the writer's ability to present ideas clearly and effectively.

Development of Ideas

- The writer's thorough and specific development of each idea creates depth of thought in the composition, enabling the reader to truly understand and appreciate the writer's ideas.
- The writer's presentation of ideas is thoughtful or insightful. The writer may approach the topic from an unusual perspective, use his/her unique experiences or view of the world as a basis for writing, or make interesting connections between ideas. In all these cases, the writer's willingness to take composition risks enhances the quality of the content.

Voice

- The writer engages the reader and sustains this connection throughout the composition.
- The composition sounds authentic and original. The writer is able to express his/ her individuality or unique perspective.

Conventions

- The overall strength of the conventions contributes to the effectiveness of the composition. The writer demonstrates a consistent command of spelling, capitalization, punctuation, grammar, usage, and sentence structure. When the writer attempts to communicate ideas through sophisticated forms of expression, he/she may make minor errors as a result of these compositional risks. The types of errors do not distract from the overall fluency of the composition.
- The words, phrases and sentence structures the writer uses enhance the overall effectiveness of the communications of ideas.

²⁴ TAKS Writing Rubrics. Texas Education Agency Website..
<http://www.tea.state.tx.us/student.assessment/taks/rubrics/>

Section VIII: Half-time Adjustments Remediation

Not every team will be equipped with players that all have the same skills and abilities! Some will “get it” the first time you teach a subject; other will require more attention and more time.

Drill 1: Backfield v. Linemen: Learning styles and what they mean.

There are four basic ways people receive information:

Visual - This type of student receives information best through their eyes and what they see and read. Many times this student will teach himself or herself to read. They often prefer color illustrations and materials that have charts and graphs inside them.

- They respond to videos, seeing things on the overheads, pictures on the bulletin board, as well as reading.

Auditory - This type of student learns best by hearing things - either on tape or in a discussion.

- They respond well to lectures

Kinesthetic - This type of student reminds us of the term “energy in motion”. They NEED to make physical contact with things that they are learning about.

- They respond well to manipulatives and hands-on crafts such as “Foldables” by Dinah Zikes and objects brought into the classroom.

Social - This student learns by interaction with other people. They need one on one attention.

- They respond well to Cooperative Learning strategies and peer tutoring. They also need you near their desk to feel like you are interacting with them.

Know thyself!

Which is your learning style?

You should know because that becomes your “teaching style” as well.

The Gregoric Model ²⁵

Perception or how we take in information:

Concrete - You register information mainly through your five senses. You deal with the here and now. “It is what it is.” (Sometimes called a Left-brained approach)

Abstract - You visualize ideas using your intuition, intellect and imagination – looking beyond the obvious to the more subtle implications. “It is not always as it seems.” (Sometimes called a Right-brained approach).

Ordering or how we process the information:

Sequential - Follows a logical train of thought - “Follow the steps.”

Random - Deals with chunks of information (not necessarily in order) - “Just get it done.”

<p>Concrete Sequential - These people like to apply ideas in a practical way and focus on facts. They work well within time limits and produce concrete products from abstract ideas. They like to work systematically (step by step) and pay close attention to details. Having a schedule to follow makes perfect sense to them - and they want to know what is expected of them. They like established routines and ways of doing things. They don't like working in groups or participating in discussions that have no specific point. They also dislike questions where there is no right or wrong answer.</p> <p><i>What facts do I need? How do I do it?</i> <i>What should it look like? When is it due?</i></p>	<p>Abstract Sequential - Always looking for the underlying principles, these people like to analyze ideas, research, and provide logical sequence. They want to use exact, well-researched information and logical reasoning and learn more by watching than doing. They dislike not having time to deal with a subject thoroughly, and repeating the same tasks over and over. They also have a hard time being diplomatic. It is hard for them to not monopolize a conversation.</p> <p><i>How do I know this is true?</i> <i>Have we considered all the possibilities?</i></p>
<p>Abstract Random - This person is always looking for personal relevance as they listen sincerely to others and seek to understand feelings and emotions. They recognize the emotional needs of others and seek to bring harmony to group situations. They try to personalize their learning and focus on broad, general principles. It is important to them to maintain friendly relationships with everyone if possible. They tend to decide with their heart and not their head. It is hard for this type of person to explain or justify their feelings. They often struggle to give exact details or accept even positive criticism. Focusing on one thing at a time is also difficult for them.</p> <p><i>What does this have to do with me?</i> <i>How can I make a difference?</i></p>	<p>Concrete Random - This person often thinks fast on their feet as they see many options and solutions to things. They seek out the compelling reason for doing what they do - and often find different ways to do things. They do well at using insight and instinct to solve problems and do better with general time frames than specific deadlines. They dislike restrictions and limitations, formal reports, routines, redoing anything once it is done, keeping detailed records, and showing how they got an answer.</p> <p><i>How much is really necessary?</i></p>

²⁵ University of Westminster “Learning Skills.” http://www2.wmin.ac.uk/eic/learning-skills/cognition/learning_styles/gregoric_model.html

<i>Global Learners</i>	<i>Analytical Learners</i> ²⁶
Global learners tend to see "the big picture" but often do not notice details.	Analytical learners notice details. They notice what a school mate is wearing right down to the jewelry, the type of back pack, and hair accessories.
Global learners tend to relate what they learn to themselves or to people.	Analytical learners like to know what is expected of them in an assignment so they don't waste time and get a good grade.
Global learners like to work in groups, but tend to need to see how everyone in the group is (check in) before starting the actual task at hand.	Analytical learners would rather not work in groups because feel that they tend to do most of the work.
Global learners like assignments that relate to their personal lives.	Analytical learners do not like open ended questions.
Global learners tend to do many things at once. When they do their chores they may start washing dishes, stop half way through to start a load of laundry, sweep their room, then go back to the dishes again.	Analytical learners want to know exactly why they didn't get the better grade on an assignment. They feel disappointed if the teacher writes a grade on their paper but not comment on why they got that grade.
Global learners tend to have to like their teacher to do well in class. When a teacher is giving a lecture and at the same time seems very depressed, the global student will be distracted and wonder what is wrong with the person who is being the lecturing teacher.	Analytical learners know that multiple choice tests are like a game and they have figured out the rules.
Global students have a hard time with multiple choice type tests because they can see how all the answers could be kind of true in the context of the world out side of the test.	Analytical students don't like teachers to get off topic. They expect teachers to be professional.
Global students like open ended questions because they allow the global student to express their ability to use higher level thinking rather than rely on recalling facts.	Analytical learners pay attention to their percentage grade, and will address the teacher if the teacher has made a mistake correcting a test or quiz question. They know that one answer on a quiz is worth a lot in their overall grade.
Global learners tend not to like to compete	Analytical learners feel comfortable with facts, order, consistency, and structure.
	Analytical learners tend to be good at

²⁶ James Logan High School. "Learning Styles."
http://www.jlhs.nhusd.k12.ca.us/Classes/Lifeskills/Learning_styles.html.

<p>because they would rather everyone enjoy the game.</p> <p>Global learners tend to appreciate the PROCESS of things rather than the RESULT of things.</p> <p>Global learners like projects better than reports because it allows them to do several different things in one assignment, rather than one.</p> <p>Global learners can easily see how one subject connects to another.</p>	<p>getting the exact answer. They are good at remembering facts.</p> <p>Analytical learners tend to like to do one thing at a time. They will finish their math homework before starting their English homework.</p> <p>Analytical learners do not like essays that require them to come up with personal examples. They would rather stick with proven facts.</p>
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Drill 2: Same Play! New Formation!

The first way to help those who are not keeping up is to give them the same content in a new strategy. Below are the strategies we have discussed and where they fit regarding learning styles. If one strategy did not accomplish your total goal, what strategy would you try to complement it with to include different learning styles? Three examples are given.

Strategy	Learning Style	Gregoric Model	Complementary Strategy
Inquiry Learning		Abst. - Random	
Brain Storming			Worksheets
Research		Abst. – Sequent.	
Coop. Learning	social	Abst. – Sequent.	Lecture
Performance Task		Concrete - Random	
Graphic Organizers		all	
Active Reading	visual		
Lecture	audio	Concrete-Sequent.	Research
Interpreting Visuals	visual		

Drill 3: New pads and helmets (Modifying) ²⁷

The following are common problems that occur in the social studies classroom and how you can initially address the problems. If the following do not help, consult with your special education teacher who will have even more suggestions.

If the student has difficulty *becoming interested*

- Reexamine the type of strategy you are presenting
- Read aloud a brief article or story to stimulate interest.
- Use a visual (picture or video) to focus interest

If the student has difficulty *getting started*

- Provide all the necessary materials
- Check on progress often in first few minutes
- Give a checklist for each step and a time frame for completion
- Use a peer or peer tutor

If the student has difficulty *paying attention to the spoken word*

- Provide written backup to oral directions or script for presentations
- Have the student repeat the directions
- When giving directions to the class, pause between each step to allow time for student processing

If the student has difficulty *paying attention to the printed word*

- Highlight distinctive features and/or passages
- Require the desk to be clear of extraneous materials and face desk to wall (if not constructed as a punishment)
- Project the document to the class

If the student has difficulty *following directions*

- Use fewer words and repetition
- Provide a checklist and examples
- Monitor closely as student begins

If the student has difficulty *keeping track of materials or assignments*

- Require/ teach notebook organization and check often
- Write assignments on board
- Give assignment sheet and copy for parents

If the student has difficulty *staying on task*

- Reduce distractions

**What others strategies
do you use for these
problems?**

²⁷ McCarney, Stephen. PRIM Book: Pre-Referral Intervention Manual . Hawthorne Educational Services, Inc. 1997.

- Provide different activities for the class period
- Provide shortened task or reduced work

If the student has difficulty *learning by listening*

- Pre-teach vocabulary and concepts
- Provide visuals (on board, overhead, projector, or on handouts)
- Shorten listening time required

If the student has difficulty *expressing themselves verbally*

- Accept alternate form of information
- Give a prompt, such as beginning the sentence for them
- Ask questions requiring short answers

If the student has difficulty *expressing themselves in writing*

- Accept alternate form (oral report, cartoon, etc.)
- Provide a sample of what the finished product should be like
- Shorten the written assignment

If the student has difficulty *reading written material*

- Find lower level text or place important facts/ concepts on flashcards
- Highlight the materials (but do not over-do this strategy)
- Shorten the amount of reading required or allow extra time

If the student has difficulty *seeing relationships*

- Draw arrows on page to show relationship or use graphic organizers
- Provide direct practice identifying relationships
- Provide headings or a partially completed chart

If the student has difficulty *understanding cause and effect or anticipating consequences*

- Use concrete examples
- Teach cause and effect (brainstorming, role-playing, simulations)

If the student has difficulty *drawing conclusions and making inferences*

- Draw parallel to previously taught materials
- Teach thinking skill directly.

**What others strategies
do you use for these
problems?**

Here are some ideas and considerations you can try to help students that are having trouble in class.

- Worksheet/ Note-taking: Have the student work on a computer to accomplish these activities. The technology changes the nature of the assignment to one that allows them to do virtually the same task, but using different parts of their brain and body.
- Lecture: Have the students tape the lesson and then replay it to fill in the part that were missed.
- Cooperative Learning: When developing teams, pair different learning styles and different ability levels together.
- Memorization: If memorizing the facts is part of the problem try some of these devises:
 - Acronyms: form a word from the first letter of each name
 - Acrostic: Create a phrase or sentence where the first letter of each word matches the first letter of the items being memorized.
 - Rhyming: Use a rhyming word or simple poem to remember information.
 - Colors: using colored index cards to organize facts and concepts aid the students in retaining the content of class.

Drill 4: Jr. High v. High School: Shorten the Playing Time

One of the most common modifications is to shorten the number of questions that the student must attempt for the assessment.

How can I simplify the test?

- 1) Keep the questions that cover TEKS that will be on the TAKS test for or that are important for the continuity of your course.
- 2) Remove a distracter from the multiple-choice section. (not the most obviously wrong)
- 3) From matching, remove from the first column (those to be answered), but not from the second column (the answers).
- 4) For short answers, reduce the number of question and be willing to except incomplete sentences (except when you specifically tell the student that sentence structure [grammar and spelling] will be part of the grade.) Accept a picture or graphic
- 5) For essay, accept the information in outline form. Create time for the student to respond to the question orally or in an informal discussion setting with the instructor.

Section IX: Friday Night

Drill 1: A Quick Lecture: Assessment vs. Grades²⁸

The list below is not a set of opposites and it is not exhaustive. It is suggestive. Assessment and grades differ. Annotations for some terms appear below the table.

<u>Assessment</u>	<u>Grades</u>
Formative	Summative
Diagnostic	Final
Non-Judgmental	Evaluative
Private	Administrative
Often Anonymous	Identified
Partial	Integrative
Specific	Holistic
Mainly Subtext	Mostly Text
Suggestive	Rigorous
Usually Goal-Directed	Usually Content-Driven

Annotations

Formative refers to the formation of a concept or item whereas summative refers to an "adding-up" or summary stage. Assessments usually occur in mid-progress when corrections can be made. Grades are usually recorded at the end of a project or class in order to summarize academic quality.

Assessment is non-judgmental in the sense that it focuses on learning, which is the outcome of many influences, including teaching style, student motivation, time on task, study intensity, and background knowledge. Therefore, no one element can be reasonably singled out for praise or blame for a particular learning outcome. In contrast, grades carry

²⁸ Southern Illinois University at Edwardsville.
<http://www.siu.edu/~deder/assess/cats/gradesv.html>

evaluative weight as to the worthiness of student achievement and are applied, for good or ill, directly to them.

Assessments tend to be used in private and become public only under the assessor's control. Grades, while not truly public, are part of the administrative record available throughout an educational institution.

Assessments are almost always collected in anonymous fashion and the results are released in the aggregate. Grades are identified with specific students.

To use a metaphor from the calculus, assessment more resembles a *partial* derivative whereas grades are more recognizable as an *integrative* process.

Assessment tends to look at specific parts of the learning environment. Grades are holistic in the sense that they record academic achievement for a whole project. Final grades, of course, can reduce academic achievement for an entire semester to a single mark.

The text of a course is its disciplinary content; grades tend to focus on that. The subtext of a course involves the transferable baccalaureate skills, such as critical thinking, creative thinking, writing, and analysis. For example, the "text" of a course in anatomy and physiology includes the names bones and functions of muscles. The "subtext" of such a course might include scientific thinking, problem solving, and memory improvement. Grades tend to focus on text; assessment tends to emphasize subtext.

Assessment findings tend to be suggestive and have pedagogical significance. That is, assessment findings shift pedagogy for reasons that need not be justified statistically, but can be justified when even one student learns better. In contrast, grades are recorded in a rigorous manner that does have statistical significance.

As with text and subtext mentioned above, grades tend to reflect student control of disciplinary course content whereas assessment usually aims at the goals for all baccalaureate students, such as synthetic thinking and esthetic appreciation.

Drill 2: Setting the Game Plan to Action

In the table below, fill in “What is being assessed” by these different types of assessments: Here are some examples of what may be placed in the table:

**Facts
Skills**

**Concepts
Understanding**

**Critical Thinking
Depth of Knowledge**

O B J E C T I V E	Type of Assessment	What can be assessed by these types of assessments?
	<ul style="list-style-type: none"> ▪ True/ false ▪ Matching ▪ Fill-in-the-Blank 	
	Multiple Choice	
	Constructed Response (Short Answer)	
S U B J E C T I V E	Extended Response - Essay - Open-ended	
	Process Performance (Demonstrates skills)	
	Product Performance (Projects /Performance Tasks)	
	Portfolio	
	Self-Reflection/ Journal	

Drill 3: Creating the Drills to measure the Players²⁹

Selected Response

Binary Choice Items (i.e. True and False)

Advantages	Disadvantages
<ul style="list-style-type: none"> Allows teacher to cover much material quickly 	<ul style="list-style-type: none"> Promotes memorization “Guess their way to success”
<p>Item Writing Rules:</p> <ol style="list-style-type: none"> 1. Generate binary choice items in pairs, not singly. 2. Phrase each item so that a cursory reading to an incorrect answer 3. Avoid negative statements, and never use double negatives 4. Restrict single-item statements to single concepts 5. Use an approximately equal number of items, reflecting the two categories tested 6. Make the statements representing both binary categories equal in length. 	

Matching Items

Advantages	Disadvantages
<ul style="list-style-type: none"> Can cover a great deal of content quickly; Great for cross-reference and integration of Knowledge 	<ul style="list-style-type: none"> Promotes memorization Cannot assess mastery of distinctive ideas
<p>Item Writing Rules:</p> <ol style="list-style-type: none"> 1. Use fairly brief lists, placing the shorter entries on the right. 2. Employ homogeneous list (same sort of items) 3. Include more responses than premises 4. List responses in logical order 5. Describe the basis for matching and the number of times a response can be used. 6. Try to place all premises and responses for any matching item on single page. 	

²⁹ W. James Popham. Test Better, Teach Better: The Instructional Role of Assessment. Association for Supervision and Curriculum Development. Alexandria, VA, 2003.

Multiple Choice

Advantages	Disadvantages
<ul style="list-style-type: none"> • Wide-spread applicability to the assessment of cognitive skill and knowledge • Variety of levels of difficulty • Easy to score • Allows teacher to build in certain distracters that will show misunderstandings. 	<ul style="list-style-type: none"> • Recognition of a correct answer as opposed to creating the correct answer. • Exaggerates the student's understanding. • Cannot measure a student's ability to creatively synthesize content.
<p>Item Writing Rules:</p> <ol style="list-style-type: none"> 1. The question or problem in the stem must be self-contained. 2. Avoid negatively stated stems 3. Each alternative must be grammatically consistent with the items' stem. 4. Make all alternatives plausible, but be sure that one of them is indisputably the correct or best answer. 5. Randomly use all answer positions in approximately equal numbers. 6. Never use "all of the above" as an answer choice, but use "None of the above" to make items more demanding. 	

Constructed Response

Short Answer

Advantages	Disadvantages
<ul style="list-style-type: none"> • Require students to generate a response • Time efficient for both student and teacher 	<ul style="list-style-type: none"> • Tend to foster memorization • More difficult to score than selected-responses,
<p>Item Writing Rules:</p> <ol style="list-style-type: none"> 1. Chose direct question over incomplete statements 2. Structure an item so that it seeks a brief, unique response. 3. Place response-blanks at the end of incomplete statements or, for direct questions, in the margins 4. For incomplete statements, restrict the number of blanks to one or two. 5. Make all response-blanks equal in length. 6. Supply sufficient answer space 	

Essay

Advantages	Disadvantages
<ul style="list-style-type: none"> Measures truly sophisticated types of student learning Gives student opportunity to display their composition skills 	<ul style="list-style-type: none"> Time to score student's essay Potential inaccuracies associated with that scoring.
<p>Item Writing Rules:</p> <ol style="list-style-type: none"> Structure items so that the student's task is explicitly circumscribed. For each question, specify the point value, an acceptable response-length, and a recommended time allocation. Employ more questions requiring shorter answer rather than fewer questions requiring longer answers. Don't employ optional questions Gauge a question's quality by creating a trial response to the item. 	

Drill 4: Where do you fit?³⁰

Check the outer box of the item on the row that best describes you.

	<i>Thinking Like an Assessor</i>	<i>Thinking Like an Activity Designer</i>	
	What would be sufficient and revealing evidence of understanding?	What would be interesting and engaging activities on this topic?	
	What performance task must anchor the unit and focus the instructional work?	What resources and materials are available on this topic?	
	How will I be able to distinguish between those who really understand and those who don't (though they may seem to)?	What will students be doing in and out of class? What assignments will be given?	
	Against what criteria will I distinguish work?	How will I give student a grade (and justify it to parents)?	
	What misunderstandings are likely? How will I check for those?	Did the activities work? Why or Why not?	

³⁰ Wiggins & McTighe. Understanding by Design. page 68.

Drill 5: Grading the Players' Overall Performance – Rubrics

<i>Recommendations for developing scoring rubrics³¹</i>	
1. <i>The criteria set forth within a scoring rubric should be clearly aligned with the requirements of the task and the stated goals and objectives.</i>	As was discussed earlier, a list can be compiled that describes how the elements of the task map into the goals and objectives. This list can be extended to include how the criteria that is set forth in the scoring rubric maps into both the elements of the task and the goals and objectives. Criteria that cannot be mapped directly back to both the task and the purpose should not be included in the scoring rubric.
2. <i>The criteria set forth in scoring rubrics should be expressed in terms of observable behaviors or product characteristics.</i>	A teacher cannot evaluate an internal process unless this process is displayed in an external manner. For example, a teacher cannot look into students' heads and see their reasoning process. Instead, examining reasoning requires that the students explain their reasoning in written or oral form. The scoring criteria should be focused upon evaluating the written or oral display of the reasoning process.
3. <i>Scoring rubrics should be written in specific and clear language that the students understand.</i>	One benefit of using scoring rubrics is that they provide students with clear description of what is expected <i>before</i> they complete the assessment activity. If the language employed in a scoring rubric is too complex for the given students, this benefit is lost. Students should be able to understand the scoring criteria.
4. <i>The number of points that are used in the scoring rubric should make sense.</i>	The points that are assigned to either an analytic or holistic scoring rubric should clearly reflect the value of the activity. On an analytic scoring rubric, if different facets are weighted differently than other facets of the rubric, there should be a clear reason for these differences.
5. <i>The separation between score levels should be clear.</i>	The scale used for a scoring rubric should reflect clear differences between the achievement levels. A scale that requires fine distinctions is likely to result in inconsistent scoring. A scoring rubric that has fewer categories and clear distinctions between these categories is preferable over a scoring rubric that has many categories and unclear distinctions between the categories.
6. <i>The statement of the criteria should be fair and free from bias</i>	As was the case with the statement of the performance activity, the phrasing used in the description of the performance criteria should be carefully constructed in a manner that eliminates gender and ethnic stereotypes. Additionally, the criteria should not give an unfair advantage to a particular subset of students that is unrelated to the purpose of the task.

Rubric Resources:

Kathy Schrock's Guide

Rubistar

Teach-nology

<http://school.discovery.com/schrockguide/assess.html>

<http://rubistar.4teachers.org/>

http://www.teach-nology.com/web_tools/rubrics/

³¹ Barbara M. Moskal, Recommendations for Developing Classroom Performance Assessments and Scoring Rubrics. "Practical Assessment, Research, & Evaluation." <http://pareonline.net/getvn.asp?v=8&n=14>

Content Writing Rubric³²

Content	<ul style="list-style-type: none"> • Incorrect, little, or no information is relevant to the topic. • There is unclear or insufficient focus. • A poor attempt at including any research is evident. 	<ul style="list-style-type: none"> • Only a brief and marginal amount of information is relevant to the topic. • Some idea of the direction of the content or the story has been presented. • A marginal amount of research is evident in portions of the work. 	<ul style="list-style-type: none"> • A sufficient amount of content is covered. • The focus is a good one, and the reader/viewer has a clear concept of the direction. • An adequate amount of research is evident throughout. 	<ul style="list-style-type: none"> • There is expansive coverage of information that provides various resources and views. • A strong, clear focus is easily understood. • An extensive amount of research is documented and displayed throughout.
Mechanics of Writing	<ul style="list-style-type: none"> • Writing is inadequate. • There are wholesale errors in spelling, usage, punctuation, and syntax. • The writing is vague and unclear and makes understanding and comprehension a chore. 	<ul style="list-style-type: none"> • There is an average attempt at writing. • There are several errors in syntax, spelling, usage, and punctuation that detract in a large measure from the work at hand. • The writing is marginal at best; it is difficult to understand. 	<ul style="list-style-type: none"> • Writing is accurate and effective. • There are a few errors in spelling, usage, and punctuation. • Overall, the reader can understand and comprehend the material. 	<ul style="list-style-type: none"> • Writing is outstanding. • There are no or few errors in syntax, spelling, usage, and punctuation. • The work is superbly done and remarkable in clarity and purpose; it fulfills the objective totally.
Sequential and Organizational Ability	<ul style="list-style-type: none"> • There is a total lack of sequencing of the text. • The result is chaos, for the absence of sequencing makes it difficult to perceive what is being attempted. • Everything is helter-skelter; there is no organization. 	<ul style="list-style-type: none"> • A scattered attempt at sequencing the material was made. • Most of the information can be figured out with effort, but it is only minimally ordered. • It is presented in a marginally organized state. 	<ul style="list-style-type: none"> • A substantive attempt to sequence the material is made. • Almost all of it contains a degree of clarity and purpose. • The work is, to a large measure, orderly and organized. 	<ul style="list-style-type: none"> • The material or text displays a high order of sequencing ability. • It is a superb piece that has a natural flow which is inviting and pleasurable to follow. • It excels in its organization and is precise.
Supporting Evidence	<ul style="list-style-type: none"> • There is a complete absence of any supporting evidence, which renders the work superfluous. • The material is lacking in scholarship. 	<ul style="list-style-type: none"> • A moderate amount of evidence is provided to support the work/performance. • Some of the material is worthy, and it does indicate a minimal effort at scholarship. 	<ul style="list-style-type: none"> • A substantial amount of evidence is provided to support the work. • Much of it is first-rate, adding substance and a great deal of scholarship to the effort. 	<ul style="list-style-type: none"> • A superabundant amount of evidence is provided to support the work/performance. • All is excellent, first-rate, prime material at the highest level of scholarship.

³² Stix, Andi, History Strategies for Active Learning. Teacher Created Materials. Westminster, CA, 2003 "The Rubric Bank" p. 259+.

Test Taking Tips for TAKS.

1. Make sure the students understand exactly what the directions for each question tell them to do.
2. Read the entire question (Stem). Highlight the important information in the stem (date, person, event)
3. Read all of the choices thoroughly, even if the first or second seems correct.
4. Questions with Readings: Read the question first to determine what to look for in the selection. Read the selection slowly and thoroughly, marking the main ideas and/or people. Then look to the choices. If asking for an inference (not a fact), determine the accuracy of each of the choices.
5. Questions with Graphs and Charts: Read the title of the graph/chart to determine what type of information will be given. Highlight the important words in the graph. Read the questions to determine what information you are to look for, then read the choices. If asking for an inference (not a fact), determine the accuracy of each of the choices.
6. Questions with Maps: Read the title of the map to determine what information is provided. Study the legend and labels and compass rose (if present) of the map. Read the question and find the information that is required. If asking for an inference (not a fact), determine the accuracy of each of the choices.
7. Questions with Visuals/ Pictures/ Cartoons: Read the stem to determine what information the question(s) is asking for. Highlight all the labels and captions in the visual and determine their importance to the question.
8. Decide which answers are definitely wrong and draw a line through them.
9. Look out for small but important words like “only,” “always,” “never” and “all” which means with NO exceptions. Words like “most,” “generally,” “best,” and “may” indicate some exceptions may be possible
10. Select the best answer from the remaining choices. If you cannot decide between two final choices, pick the answer that FIRST seemed right.

To see the above “Tips” with Sample questions from the 2003 Social Studies TAKS Test, go the ESC VI Social Studies Website
(<http://www.esc6.net/programs/Curriculum/core/socialstudies/index.htm>)

Classroom Assessment Techniques (CATs)³³

What is classroom assessment? Classroom assessment is both a teaching approach and a set of techniques. The approach assumes that the more you know about what and how students are learning, the better you can plan learning activities to structure your teaching. The techniques are mostly simple, non-graded, anonymous, in-class activities that give both you and your students' useful feedback on the teaching-learning process.

How is classroom assessment different? Classroom assessment differs from tests and other forms of student assessment in that it is aimed at course improvement, rather than at assigning grades. The primary goal is to better understand your students' learning to improve your teaching.

Name:	Description:	What to do with the data:
Minute paper	During the last few minutes of the class period, ask students to answer on a half-sheet of paper: " <u>What is the most important point you learned today?</u> "; and, " <u>What point remains least clear to you?</u> " The purpose is to elicit data about students' comprehension of a particular class session.	Review responses and note any useful comments. During the following class periods emphasize the issues illuminated by your students' comments.
Chain Notes	Students pass around an envelope on which the teacher has written one question about the class. When the envelope reaches a student he/she spends a moment to respond to the question and then places the response in the envelope.	Go through the student responses and determine the best criteria for categorizing the data with the goal of detecting response patterns. Discussing the patterns of responses with students can lead to better teaching and learning.
Memory matrix	Students fill in cells of a two-dimensional diagram for which instructor has provided labels. For example, in a music course, labels might consist of periods (Baroque, Classical) by countries (Germany, France, Britain); students enter composers in cells to demonstrate their ability to remember and classify key concepts.	Tally the numbers of correct and incorrect responses in each cell. Analyze differences both between and among the cells. Look for patterns among the incorrect responses and decide what might be the cause(s).
Application cards	After teaching about an important theory, principle, or procedure, ask students to write down at least one real-world application for what they have just learned to determine how well they can transfer their learning.	Quickly read once through the applications and categorize them according to their quality. Pick out a broad range of examples and present them to the class.

³³ Indiana University. "Campus Instructional Consulting."
<http://www.iub.edu/~teaching/feedback.html#sfcats>

Implementing a Portfolio³⁴

The following will provide a framework for you to construct a portfolio assignment for your students.

1. How will the portfolio be used?

- What purpose will the portfolio serve?
- Will the portfolio provide evidence of student proficiency or as proof of growth?

2. What type of assessment tool will you use?

- On what criteria will the teacher base a grade on the portfolio?
- How will the rubric be set up?

3. What will the portfolio represent?

- “A well-designed portfolio represents the ongoing process of learning and reflects complex thinking and meaningful skills.”
- How will I as a teacher distinguish the assignments in the portfolio so that it is not a scrapbook of grades?

4. What type of opportunities can you provide to help your students generate authentic assessment pieces?

Creative writings	Expository Writing	Research papers
Speeches	Prose/ Poems	Pictures
Visual Analysis	Projects	Performance tasks
Displays	Logs / Self-reflections	Multimedia projects
Bulletin Boards	Public Interactions	Book Reviews
Reflection on Community	Cooperative Learning	Tests / Quizzes
Service Projects	Experiences	

5. How will you implement the portfolio process in your classroom?

- How often will the students organize or reorganize their portfolio?
- Where will you keep the portfolio?
- How will pieces be selected?
- Who will choose the variety of the pieces?
- How many pieces will be accumulated?
- What do you expect student to include in the portfolio?
- When will the student present their portfolios?

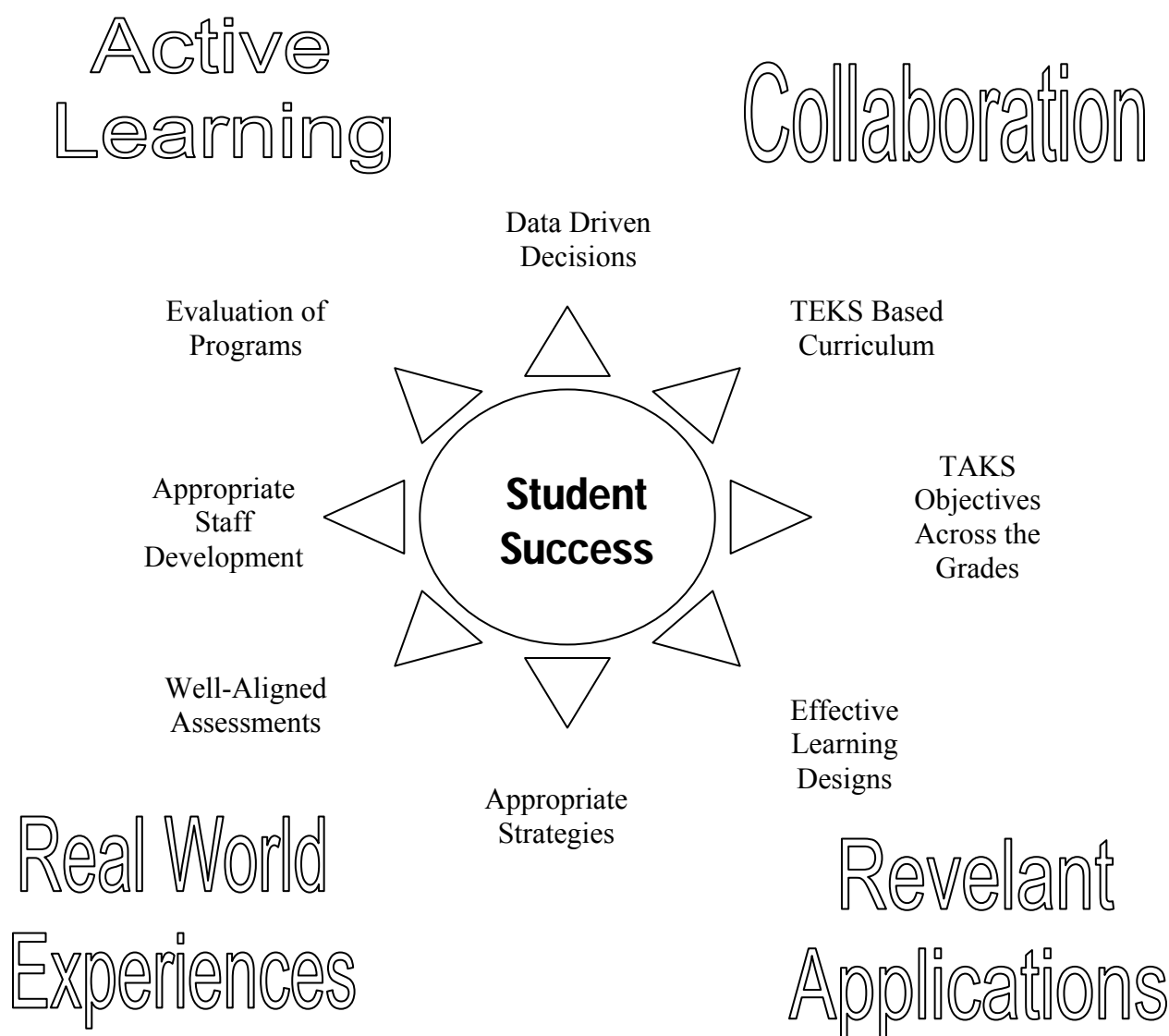
³⁴ Andi Stix, Stix Picks: Strategies for Student-Centered Assessment. New Rochelle, NY, Teacher Created Materials. 1996. pp. 53-67.

Section X: The Sports Banquet

Evaluation of the Year

Drill 1: Evaluation of the Department. To have a strong Social Studies Program you must ensure that you are moving in all directions (areas) evenly. On the triangles, rank your department's performance in these eight areas from 1-5 (1 = lowest/ 5 = highest). Be prepared to defend your conclusions to the staff.

The Social Studies Compass³⁵



³⁵ Social Studies Center. "TEKS TOOLS: Social Studies TEKS Tools for TAKS Preparation & Trainer's Manual." Austin, TX. Texas Education Agency. 2001.

Drill 2: Evaluating the Big Picture

1) What areas (at least 2) was your department strongest?

- a. How did you arrive at that conclusion?

- b. What evidence can you show to support this conclusion?

2) What areas (at least 2) was your department the weakest?

- a. How can you improve on these two areas?

- b. What additional resources do you need to improve in this area?

- c. What additional training do you need to improve on these areas?

3) What is the Staff Development Plan for ...

Yourself?

Your Grade Level?

Your Department?

Your Campus?

Drill 3: Planning for the Future

The following questions come from the “Critical Issues Report: Planning Guide” The complete document may be found on the Social Studies Center website (<http://www.tea.state.tx.us/ssc/>).

Curriculum and the TEKS

1. What evidence do we have that members of the social studies department understand and implement the TEKS, or is the textbook used as the standard?
2. How can we schedule time throughout the year for vertical planning for elementary, middle, and high school social studies teachers?
3. What strategies can be implemented to aid teachers in understanding and implementing the TEKS?
4. What benchmarks need to be in place to insure student learning?

Teacher/Department Competencies

5. What additional areas of professional development do I need to ensure that my teaching brings success for every student?
6. How can we collaborate as a department to enhance individual teaching skills?
7. How do we design a process for teachers to base instruction on the TEKS, and refine and monitor alignment throughout the year? Does our department meet to analyze and study the TEKS, match the TEKS to lesson plans and learning units?

Instructional Issues and Technological Concerns

8. As a department, have we developed and implemented policies that support sound social studies strategies? What are the policies and where can they be found?
9. Are we using appropriate technology in our daily instruction and lesson activities?
10. When available, will course test questions be formatted to match the TAKS question format?
11. What strategies do we have in place for the students who fail 8 and/or 10th grade test?
12. Do all social studies teachers have access to quality materials and resources to teach social studies effectively? What areas are lacking?

Drill 4: Self-Evaluation:

If, as a teacher ...

- ☐ I present the same lessons in the same manner that I have used in the past;
- ☐ I seek no feedback from my students;
- ☐ I do not analyze and evaluate their work in a manner that changes my own emphasis, repertoire, and timing;
- ☐ I do not visit or observe other adults as they teach;
- ☐ I do not share the work of my students with colleagues for feedback, suggestions, and critiques;
- ☐ I do not visit other schools or attend particular workshops or seminars or read professional literature on aspects of my teaching;
- ☐ I do not welcome visitors with experience and expertise to observe and provide feedback to me on my classroom practice;
- ☐ I have no yearly individualized professional development plan focused on classroom changes to improve learning; and finally,
- ☐ I have no systemic evaluation of my teaching tied to individual, grade/department, and school-wide goals,

Then ...

I have absolutely no way to become better
as a teacher.

Earn Your Patch: If 100% of your students pass the Social Studies TAKS Test,
you have earned the following patch for your classroom



If 90 % of your school achieves minimum expectations for all three of the Social Studies TAKS Test, each of your teachers have earned the following patch for their classroom.



Resources

Feeder Programs: Vertical Alignment

Social Studies Center. TEKS TOOLS CD: Social Studies TEKS TOOLS for TAKS Preparation. 2001, TEA, Austin Texas.

Scouting Reports: Examining the Data of your school

Texas Education Agency Website (<http://www.tea.state.tx.us/>)

Game Plan: Curriculum Guides and Scope and Sequencing

Erickson, H. Lynn. Stirring the Head, Heart and Soul: Redefining Curriculum and Instruction. 2nd edition. 2001. Corwin Press, Inc. California.

Drives: Unit Planning

Wiggins, Grant and Jay McTighe. Understanding by Design. 1998, Association for Supervision and Curriculum Development, Virginia

Plays to Run: Lesson Plans and Classroom Strategies

Instructional Strategies: How to Teach for Rigor and Relevance. 2000, International Center for Leadership in Education, New York

Project Based Learning Handbook. Buck Institute of Education, 1999, California.

Tom Morton. Cooperative Learning and Social Studies: Towards Excellence & Equity. 1996, Kagan Cooperative Learning, California.

Sharon Sorenson. A Quick Reference to Internet Research. 2002, AMSCO Publication, New York.

Andi Stix. History Strategies for Active Learning: Grades 5-12. Teacher Created Materials, Inc. TCM 3720. Westminster CA, 2003.

Rahima C. Wade, editor. Building Bridges: Connecting Classroom and Community through Service-Learning in Social Studies. NCSS. 1997.

Robert L. Stevens' Homespun: Teaching Local History in Grade 6-12, Heinemann, 2001. ISBN # 0-325-00334-1

Special Teams: Teaching with Technology and Integration

Texas Social Studies Framework: Research and Resources for Designing a Social Studies Curriculum. 1999, Social Studies Center for Educator Development – Texas Education Agency. Texas.

Half time Adjustments: Remediation Ideas

The Mystery of Modifying: Creative Solutions Education Service Center, Region VI.

Friday Night: Testing

W. James Popham. Test Better, Teach Better: The Instructional Role of Assessment. Association for Supervision and Curriculum Development. Alexandria, VA, 2003.

Andi Stix. Stix Picks: Strategies for Student-Centered Assessment pp. 53-67.